KG2

Connect Plus

Teacher's Guide

Term 1

Claire Smith



Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect Plus*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education and Technical Education

Contents

Scope and sequence

Theme	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Who am I?	1 I can jump	same, different; boy, girl; hop, kick, swim, jump rope, run, climb; aunt, uncle, cousin, parents	He/She is (5) years old. I can (run). He/She has (two brothers). He/She likes (yellow).	k/K: kick, ink, Kareem, kiss, monkey w/W: water, web, windy, Wael, cow, winter	**Critical thinking:** Similarities and differences **Respect for diversity:** Accepting differences **Empathy:** Helping others	**Respect:** Love of family	**Loyalty and belonging:** My extended family	**PE:** Exercising is healthy!; An action spinner
	2 My community	author, baker, doctor, farmer, firefighter, scientist; bathroom, bedroom, house, kitchen, living room; country, city, village, street, map; flag, eagle	There's a (doctor). There are some (trees).	g/G: goat, green, Goodbye, frog f/F: flag, fish, frog, Fady	**Sharing:** Awareness of roles	**Cooperation** **Respect:** Listening to advice	**Environmental responsibility:** Recycling **Community participation:** Cleaning the classroom **Loyalty and belonging:** Egypt	**Math:** Bar charts **Geography:** Using a simple map; house, village, city, country **Art:** Community rings
The world around me	3 Let's go outside	garden, flower, plant, bee, bird, butterfly, moon, star, sky, shadow, day, night; get up, go to bed, go to school, eat breakfast, eat lunch, eat dinner	What's this? It's a (star). What are these? They're (plants).	l/L: lunch, leg, lemon, Laila y/Y: yes, yogurt, yellow x/X: box, fox, six	**Problem-solving:** Finding solutions	**Curiosity**		**Science:** Sun traveling across the sky; day and night **Art:** Shadows
	4 It's a party	balloon, decoration, cake, pizza, ice-cream, yogurt, orange juice, New Year, Eid al Fitr, Sham el Nessim, Christmas; invite, set up, arrive, eat, clean up	Can I have some (cakes), please? Yes, here you are. Thank you.	q/Q: queen, question, quack, quiet v/V: vet, van, five z/Z: zoo, buzz, Ziad, zebra	**Self-management:** Helping others	**Cooperation** **Respect**	**Community participation**	**Art:** Let's decorate!; A cake model
Story: Stone Soup								
Review 1		Revision of language from units 1-4						

Introduction

Connect Plus KG 2 is the second level of an exciting new two-level course for kindergarten learners. Using the latest methodological techniques for kindergarten classes, the course takes the children on a learning journey full of fun, engaging activities with friendly characters in a familiar world.

Aims of the course

The course is primarily based on oral and aural skills with special attention to the development of emergent reading and writing skills. It has a background in the cognitive-developmental theory which supports and guides children as they construct their own understanding of the world. The development of early life skills, thinking skills and common human values underpins much of the content, with a view to not only supporting the language development of a child, but also to whole child development by attending to their physical, cognitive and emotional needs. The course also puts into consideration the increasing language needs of language school students who are studying multidisciplinary themes in English.

The activities are therefore carefully designed to scaffold both language learning and whole child development. They combine life skills, values, CLIL and early critical thinking skills with songs, games, stories and projects to create a comprehensive, successful, first steps learning experience. Each level is divided into four main themes (Who am I?, The world around me, How does the world work? and Communication), encouraging the students to gradually develop their understanding of themselves, their environment and citizenship.

Topics

Connect Plus KG 2 reflects the children's immediate environment, by drawing on their knowledge and subsequently challenging them to discover more about the world through the medium of English. Conveniently divided into eight units and two review units to fit the school year. Topics for term one include school, activities, jobs and places, garden items, daily routines and festivals.

The main characters

The two main child characters are Adam and Dina, a brother and sister who live with their immediate family. They go to a kindergarten and have two close friends, Laila and Youssef. The characters are learning about their environment and the world around them, and students studying the course learn with them.

Busy Bee is a queen honeybee. Busy Bee is kind, wise, responsible and knowledgeable. She guides the characters as they develop and grow as individuals. She appears in the stories to help the children solve little problems often concerning universal human values, such as being kind and helping others.

Course outline

The course has the following components:

Student's Book

Each unit of the Student's Book has an appropriate topic for young children. In vocabulary lessons, new vocabulary is clearly presented and practiced through a song. A story featuring the main course characters further practices vocabulary and language, and introduces important life skills and values. Values are then reinforced through a song and more activities and crafts. Listening and speaking activities throughout encourage students to practice mini dialogues with a partner. CLIL lessons help students to learn English in the context of another curriculum area: Science, Art, and Math, for example. In project lessons, students complete a craft project and present it using the unit vocabulary. Phonics lessons follow a simple and effective procedure, and simple Language use lessons introduce students to the rules they need to know. In each unit, there are a wealth of extra consolidation activities to appeal to multiple-intelligence and extend English Language learning in a fun and engaging way. The review units are designed to reinforce and consolidate the language students have learned so far.

Activity Book

The Activity Book provides reinforcement and extension activities for the content in the corresponding Student's Book pages. Activities include listening, speaking, coloring and craft activities for which additional cut-outs are provided at the back of the book. The phonics pages provide further sound practice in addition to pre-writing skills. The activities mark the directionality of the key sound letter and guides children as they copy the shape of the letter and begin to read consonant-vowel-consonant (CVC) words and even simple sentences. At the end of each unit, there is a short exercise for students to assess their own learning. This offers the chance to reflect on what has been learned in the unit and to celebrate their success.

Introduction

Teacher's Guide

A full-color Teacher's Guide with insets of both the Student's Book page and the Activity Book page for each lesson. This comprehensive guide provides detailed lesson plans on how to teach all activities in both the Student's Book and Activity Book and suggested key teacher language. Audioscripts for all the recorded material are also provided.

Each lesson begins with a lesson box highlighting objectives, vocabulary, key language and additional material required for the lesson, including flash cards and posters or any other material that may need to be prepared beforehand.

Step-by-step teaching notes suggest how to approach the lesson, and the material provided with Opener activities help revise language from previous lessons and provide ideas on how to access previous knowledge and experiences within new topics. There are *Fast finishers* activities and consolidation game suggestions at the end of each lesson.

CD

The audio CD includes all the recorded material with age-appropriate songs and stories, which have been carefully written and produced for the age group.

Posters

There is a poster for each thematic unit, which illustrates all the main vocabulary on one large single image. The posters can be used to present and review vocabulary.

Flash cards

To facilitate learning, flash cards are provided for all the key vocabulary in each unit. They can be used during the Opener activity in each lesson to present or revise language and can also be used during pair activities, role-plays and memory games. The list of flash cards necessary for each lesson is indicated in the materials section of the lesson box.

Phonics cards

Phonics cards are provided for each of the letter sounds presented on the course. These are full color double-sided cards with the letter on one side and a picture and the word of a key vocabulary item which represents this sound on the other side, for example the sound st with a picture of a star. They can be used as visual reinforcement to revise key sounds in matching activities and in memory or guessing games.

Digital Toolkit

A fully comprehensive digital product, supported by digital resources on the Egyptian Knowledge Bank, provides motivating, fun activities to revise key vocabulary and structures. Animation brings story content to life and karaoke versions of unit songs bring fun and action to the classroom. The digital activities have been carefully aligned to the content of each lesson in order to revise and reinforce new concepts in a ludic, visual and entertaining way.

How to use the course

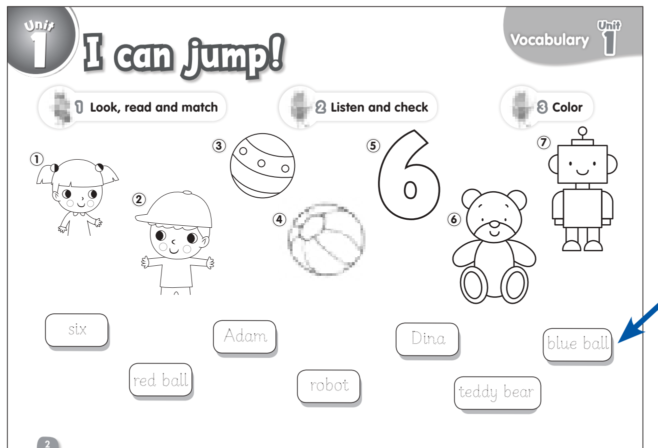
Unit walkthrough

Each Student's Book page for each lesson has a particular focus. After each page in the Student's Book, students move on to complete a page in the Activity Book. These activities practice the lesson focus from the Student's Book and have an emphasis on reading and writing skills. Students may also do an additional game or activity.

Vocabulary

Students listen to an audio of the vocabulary and point to the pictures as they
are mentioned.

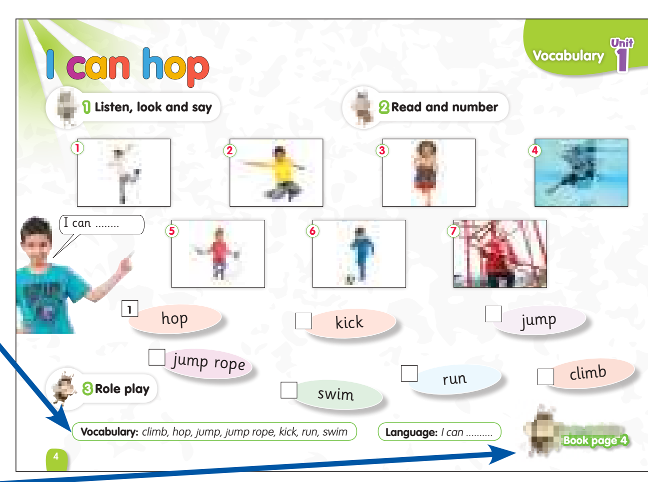


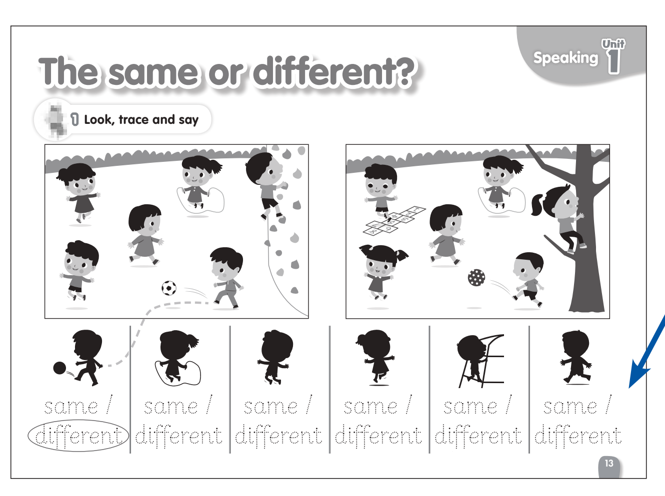


Students complete an activity in the Activity Book to reinforce identification of the new words.

The vocabulary in each lesson is clearly presented to teachers and parents in the footer.

The link to the Activity Book page ensures a seamless move from one component to another.





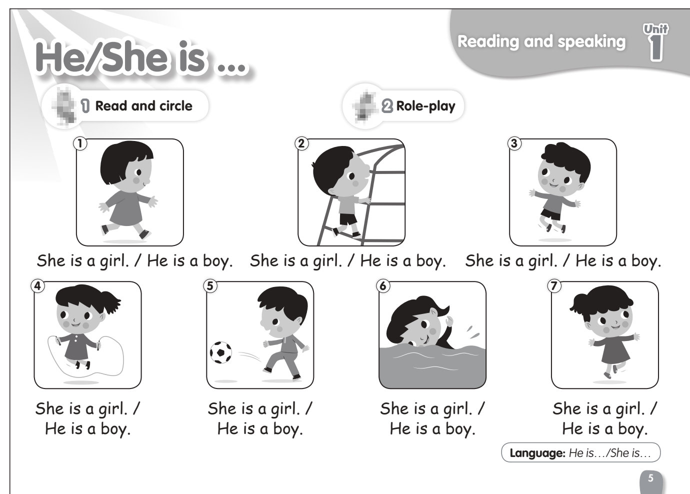
Students practice pre-writing skills.

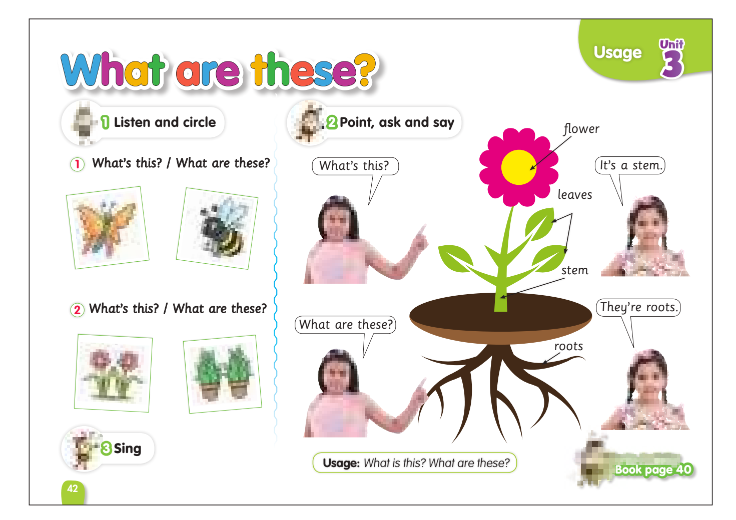
Introduction

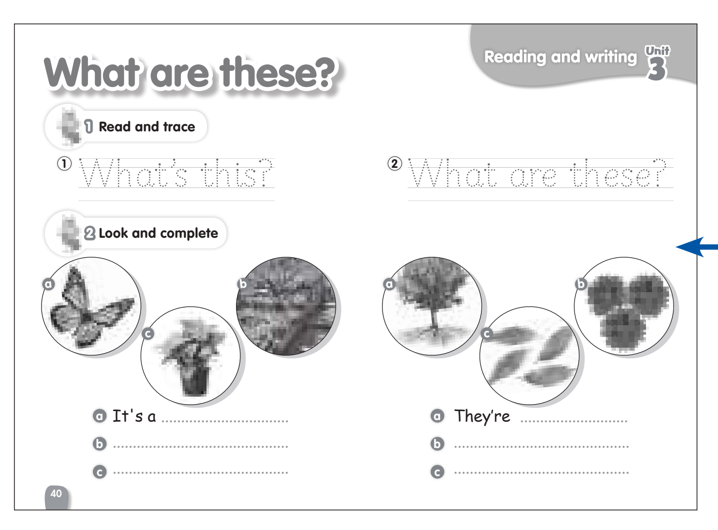
Language use

Confidence with the new language is gradually built up through fun activities.







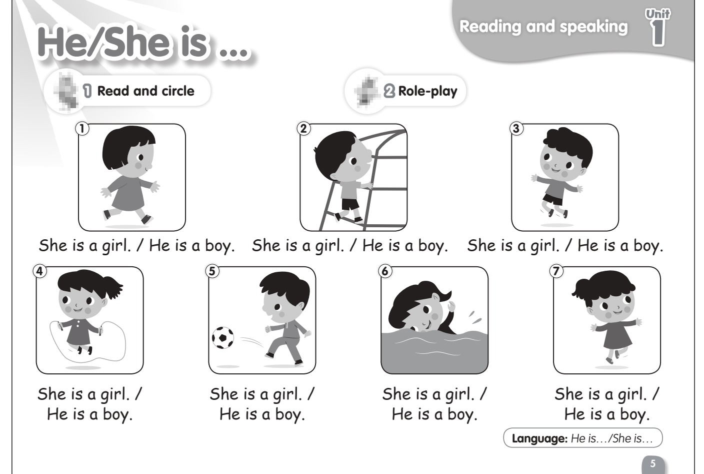


Students practice the new language point and emergent writing skills.

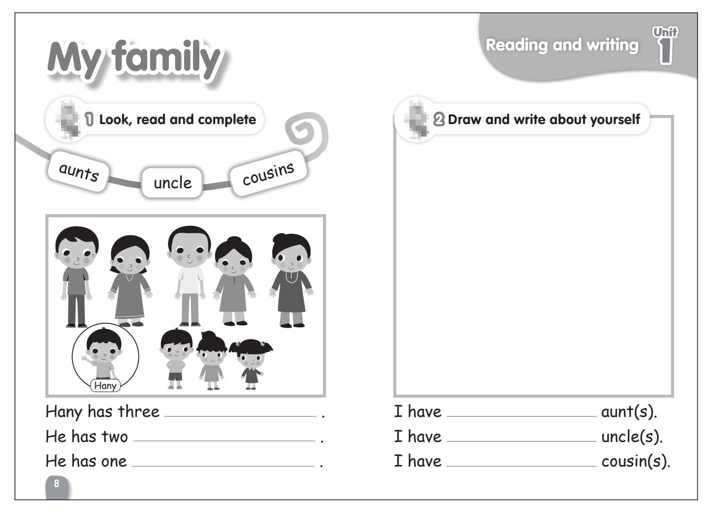
Listening, reading and writing

Students learn through a variety of activities, including games, writing and listening activities and songs.





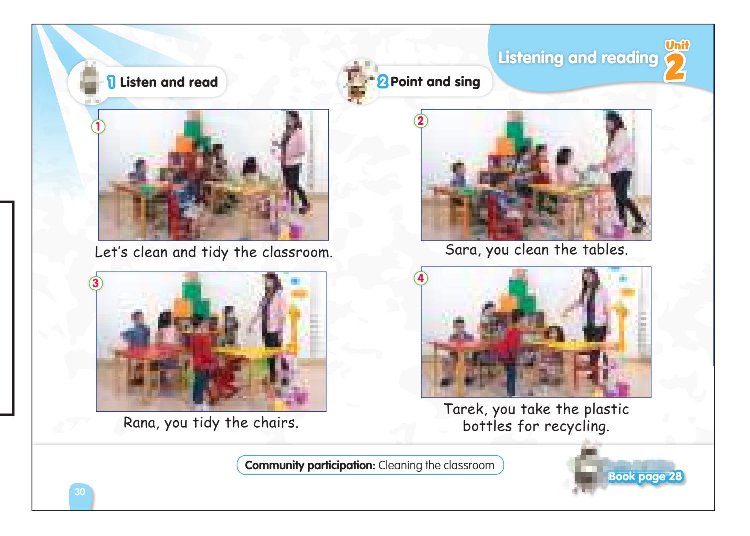


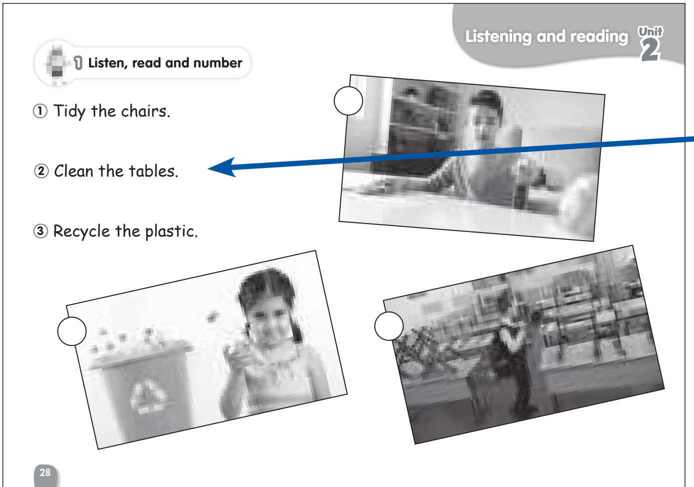


Introduction

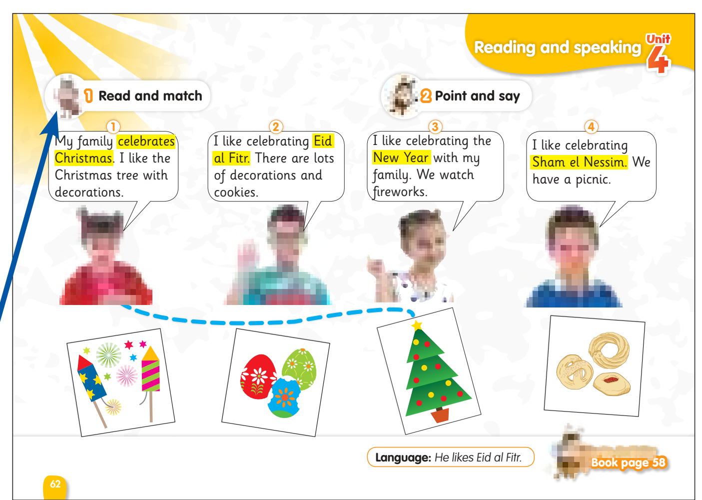
Listening and speaking

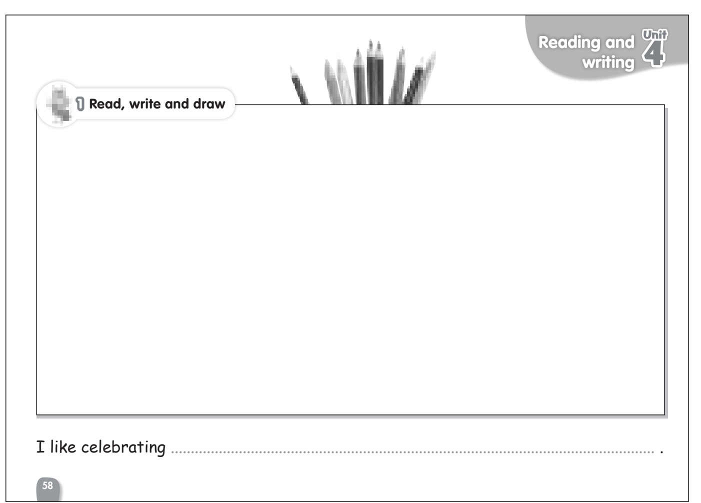
The focus of this lesson is for the students to practice the target language in a fun listening and speaking activity.





New language is presented in the Student's Book and practiced and consolidated in the Activity Book.



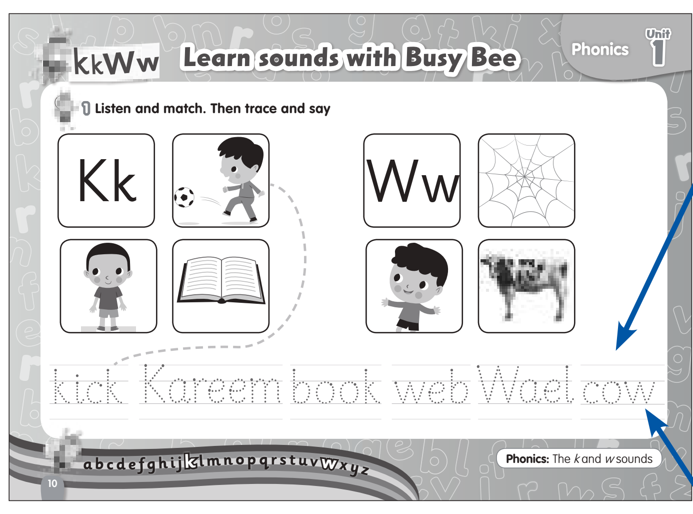


The activities in the rubrics are clearly indicated to students with fun icons of Busy Bee, the main animal character of the course.

Phonics and handwriting

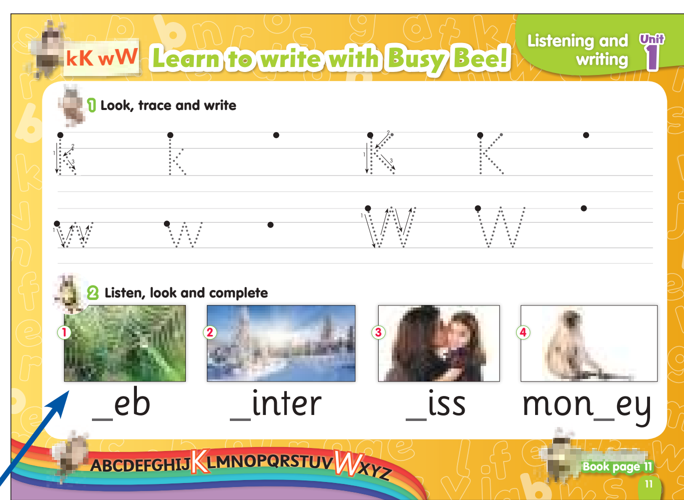
Students listen to the target sound in context. They listen and repeat the sound.





Students can then practice tracing the letters in the context of a word.

Simple CVC words are introduced and practiced so students become accustomed to blending sounds and sounding out words.



kkWw Learn to write with Busy Bee!

Writing

1 Trace and write

monkey web kick wet

① I can

② This is a

③ I am

④ This is a

ABCDEFGHIJKLMNOPQRSTUVWXYZ

11

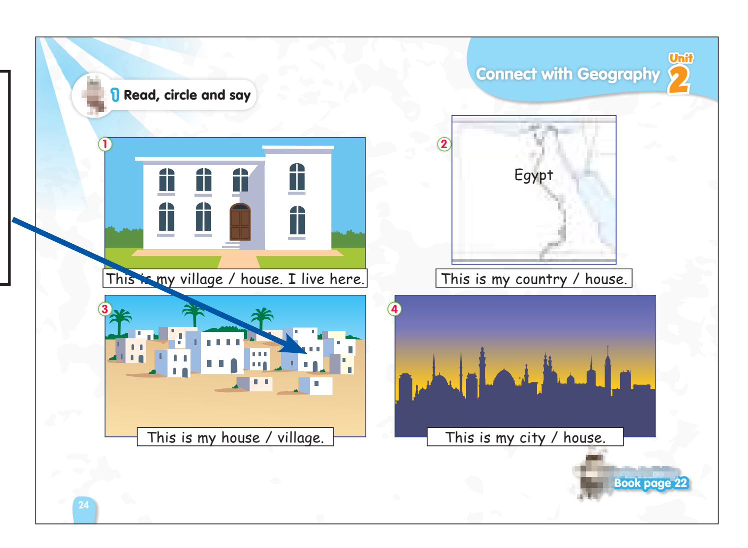
The phonics are presented with words that are known or simple and common so that students can link a new concept to familiar words and objects.

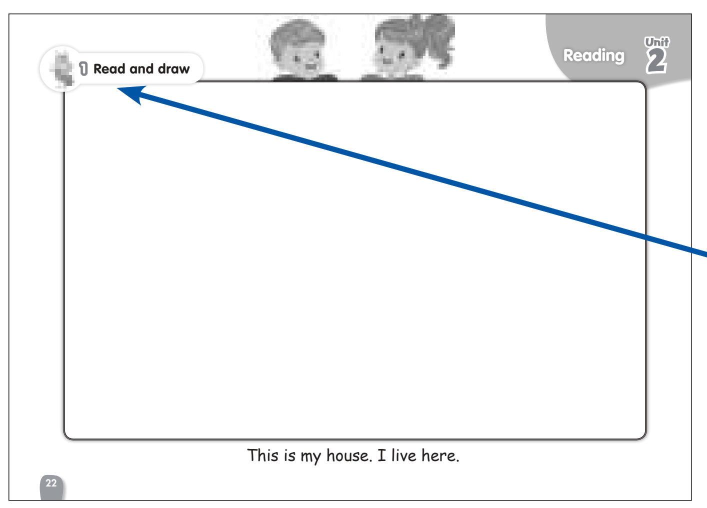
This feature shows students where the sound they are studying fits into the alphabet.

Introduction

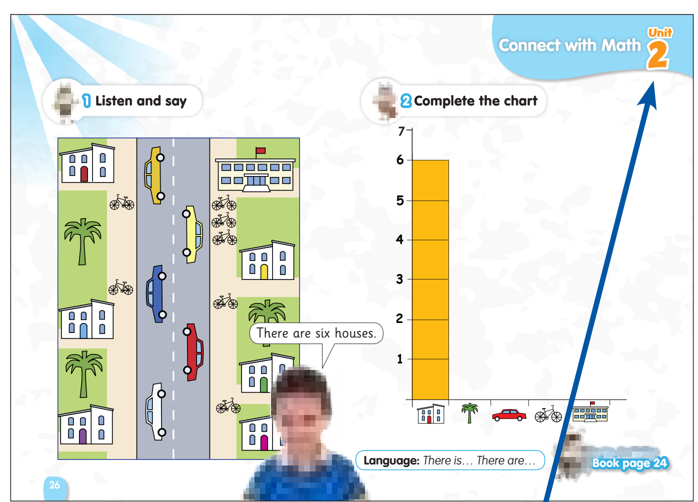
Content and Language Integrated Learning (CLIL)

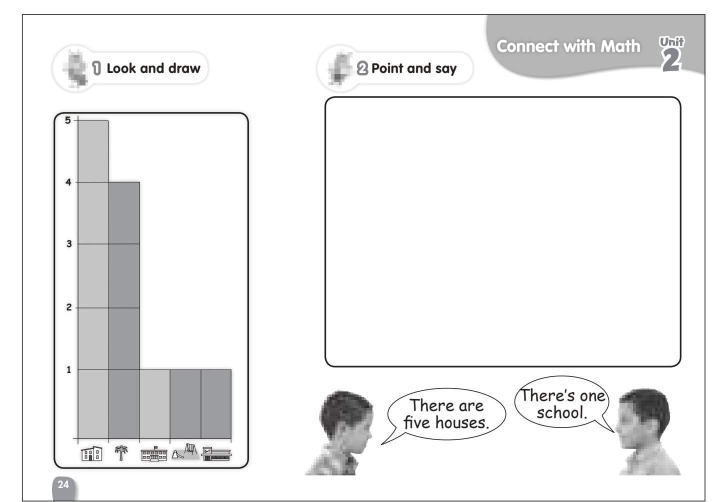
Photographs show scenes that will be familiar to the students. Students can relate these to their own lives and to the multidisciplinary themes.





This Activity Book exercise gives students the chance to express their own ideas and personalize the topic.

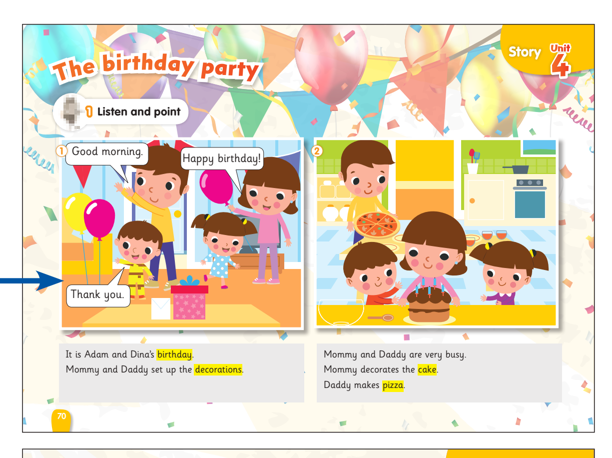




Content and Language Integrated Learning (CLIL) lessons connect topics from other areas of the curriculum, including Math, Science, Social Studies, Art or Music.

Story

Large, colorful story frames show the fun scenes clearly and help students engage with the stories.

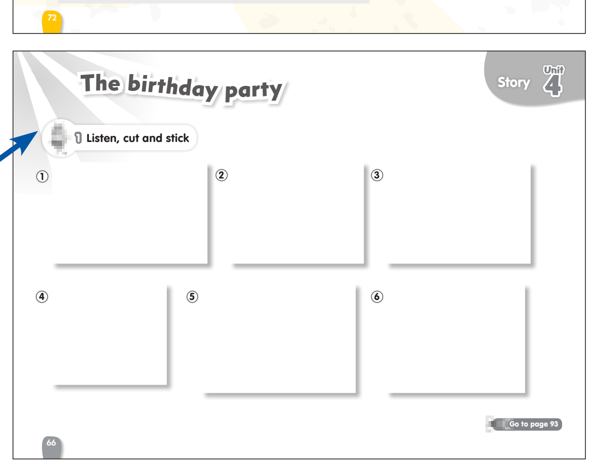


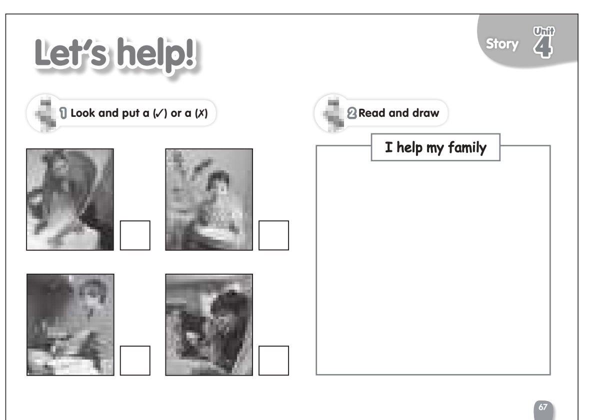
Unit vocabulary is highlighted in the story text for students to read along with.

Think icons featuring Busy Bee prompt the teacher to pause the CD and ask students to think about what is happening in the story and what might happen next. Every story in the course presents a minor problem that must be solved by the characters. At this point, the teacher can pause the CD and discuss the problem with the students.

Children at preschool age are learning lots of new life skills. This feature helps students to focus on these skills, which are highlighted in the story.

Activity Book exercises accompanying the stories encourage students to think about the logical order of a story, to test their memories of a story and to examine a moral.





Introduction

Project

In this lesson, students do a craft activity which consolidates the language of the unit.

Resources needed for the project are clearly shown on the page. Teachers may use these or any other available resources.

There is a clear step-by-step visual guide for how to create the project work. Further guidance is given in the Teacher's Guide.





After completing project, students show their creation to the class or their group. The presentation includes practice of the target language of the unit. This helps students improve their self-confidence and their use of language in real-life situations.

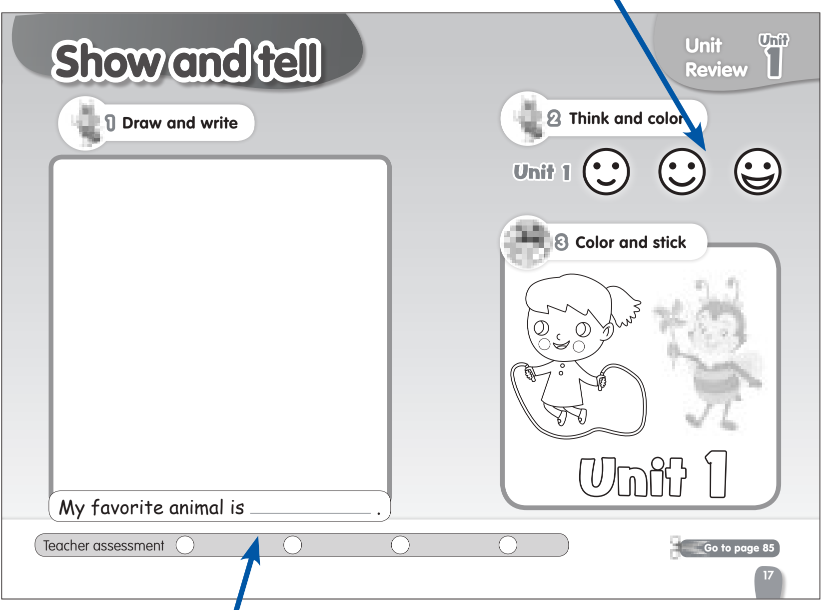
Students can also stick a photo or do a drawing of their completed projects in the Activity Book. This encourages pride in their work and offers an opportunity for more language practice.

Show and tell

There is also a short self-assessment exercise in the Activity Book. This encourages students to think about their achievements in the unit overall.

For the *Show and tell* activity, students bring objects from home, if possible, to show the rest of the class and to talk about. The photograph shows what students need to do.





The final part of the lesson is a self-assessment activity. Students look at each element of the unit: *Vocabulary, Life skills, Problem-solving, Phonics* and the *Project*. If they feel that they have understood the relevant part of the unit, they color the smiley face.

Teacher Assessment

Connect Plus has no formal assessment. This is deliberate so that students focus on enjoying English and learning without the pressure of tests.

At the end of each unit in the Activity Book, there is a Teacher assessment which allows you to keep track of your students' progress. This should be used to inform how you structure your lessons. Look out for problem areas that students need to practice more. You can then make sure that you revise this language in future lessons.

To complete the assessment, collect the books at the end of the lesson. Look at the students' own assessment of their progress in the *Look and draw* activity in the Student's Book. Check that you agree with their own assessment and then allocate your own mark on their progress.

For your own records, review the unit objectives and give each student a color according to the color coding delivered to your school.

If the student was able to achieve all of the unit objectives, color the fourth circle blue.

If the student was able to achieve most of the unit objectives, color the third circle green.

If the student was able to achieve most of the unit objectives, but needs more practice, color the second circle yellow.

If the student was not able to achieve the basic unit objectives, and needs to do more effort on his part, color the first circle red. A red circle indicates that you also need to do more effort on your part.

Introduction

How to teach phonics

The course supports children's phonemic awareness development through *Learn sounds with Busy Bee* in each unit, with additional emergent writing skills in the Activity Book. This lesson focuses on a key sound for each letter of the alphabet using familiar vocabulary from the unit.
Each letter sound is presented using the phonics cards and the same procedure. Teachers show the phonics card and elicit the word, e.g. they use the st/star card to elicit the word star.
A chant reinforces the correct pronunciation of the sound in the selected words with the help of Busy Bee. There is further help to consolidate the children's ability to recognize familiar sounds and to differentiate them from others. With continued practice, children begin to grasp the alphabetic principle and combine their knowledge of print and sound.

How to teach emergent reading and writing skills

This course has been carefully designed to help scaffold both pre-literacy and early literacy skills in the developing child. This course follows a balanced approach to teaching emergent reading. Students come across simple reading texts which include sight words like *the, an, etc,* and other familiar words. They are expected to memorize these words as a whole, rather than breaking down the words into their individual letter sounds.

Students learn the letter sounds which form words. They learn to blend and order these letter sounds to form words. When students are able to decode a word they are reading for the first time, they will recognize it as a word they have heard before. Gradually they are able to build up their reading skills and after much practice, reading becomes almost second-nature

Students are initially taught one new letter sound in each unit, and as they progress through the course this increases to two new letter sounds per unit. Through the activities they practice identifying and saying the letter sound, and identifying words with that initial, middle or end sound. By the end of the course, students would have been taught the sounds of all the letters of the alphabet, and how to recognize them at the beginning of words.

The development of age-appropriate writing skills is also carefully introduced. Pre-writing activities (such as drawing patterns, tracing or matching lines between objects) are provided. These give experience of and awareness of the importance of writing from left to right. Attention is given to the correct seated position for writing. Students should sit straight upright facing their desk with their feet flat on the floor in front of them. Attention is also given to the development of fine motor skills such as holding a pencil or crayon correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger in a tripod grip. The thumb and forefinger should be able to move slightly – make sure students don't grip the pencil too tightly.

Students are shown how to write each of the letters they are taught. The teacher should demonstrate, with his/her back to the class, the letter formation in the air first, making the starting point and direction of writing clear. Students copy the letter formation in the air and say the sound at the same time. Then the teacher models the correct letter formation on the board. Students write the letters on a partner's back. Then students trace over letters in the book, first with a finger, and then with a pencil. Then they copy the letters, while the teacher encourages them to take care to follow the directional arrows on the page.

Encourage children to understand how writing, drawing, painting and creating things help us to communicate in our everyday lives. Create a rich literacy environment in your classroom, with reading corners full of storybooks and picture books, with posters and classroom signs decorating the walls.

Using craft in the classroom

Promoting craft in the classroom is an essential part of a child's development. It develops fine motor skills and encourages children to explore their creativity and organizational skills whilst encouraging sharing and collaboration in the classroom.

The projects on this course have been selected for their appropriacy and simplicity in terms of classroom management. The materials required are easy to attain, and the tasks are manageable and engaging for children of this age. A clear, step-by-step demonstration is required from the teacher, who should monitor carefully, helping those in need before progressing to the next stage.

Craft can also be a springboard for speaking activities, classroom displays, role-plays, songs and stories.

CLIL

CLIL (Content and Language Integrated Learning) allows us to explore more than just the language, taking children to other spheres and areas of learning through the medium of English. In this course, the CLIL area is closely related to the theme of the unit and story content in which areas such as Math, Art, Science and Social Studies are covered. The material included is engaging, age-appropriate and opens the door to new areas of learning around a topic.

Total Physical Response (TPR)

This is a method of teaching vocabulary and concepts by using physical movement to react to the teacher's input. It's a process that can boost language learning: it's inclusive, fun and creates a sense of community in the classroom. TPR can be used as an opener for children to 'let off steam' and to signal the start of the class. Simple chants with classroom instructions (such as *standup, sit down, clap your hands* and *open your books*) are some of the common instructions that could be used. TPR is also used to react to the content of songs in miming activities and guessing games.

Using the Games Bank

Games are an essential element of effective lessons for this age group. They bring many benefits, including consolidating motor skills, developing cooperative skills, practicing vocabulary and sounds, and adding variety and enjoyment to lessons. There is a suggested game at the end of each lesson, and sometimes at the start of a lesson or for fast finishers as well, and these are clearly referenced in the teaching notes. All the games are explained in the Games Bank at the end of the book. The games practice motor skills, vocabulary and letter sounds in an enjoyable and active way. Many of the games use the vocabulary flash cards, but very few other materials are needed. There are a variety of whole class, group and pair work games and many can be adapted to suit the dynamic.

Teaching values

Values education is the teaching of values (such as kindness and cooperation), which helps to create good citizens, and it is very important for children of this age. Students are introduced to the ideas of good citizenship by being exposed to simple values topics set in a classroom context. They are shown common situations in school life, in the context of the story and in the form of photos and a song, and through these they are guided toward behaviors such as tolerance, curiosity, acceptance of diversity and participation.

Teaching life skills

Children at pre-school age are learning many new skills. These include a wide variety of essential skills, such as sharing, self-management and problem-solving. There is a focus on a particular skill in the *Look and learn* section in each unit.

Characteristics of young learners

By nature, very young children are very inquisitive, active learners. For many, it will be their first experience of formal education. As such, they need to feel safe and comfortable in their surroundings in order to progress. Ensure that your classroom is visually appealing with children's work and posters decorating the walls. If space permits, have reading corners, role-play and construction areas in order to promote pre-reading skills and learning through play and creativity.

Young children are often egocentric and tend to have very short attention spans, which impacts on our choice and the length of activities. Encourage group work and sharing, and tailor your activities so they are short and varied. Children of this age also need lots of positive reinforcement and praise from their teachers, who should be friendly, fair and firm.

Techniques for teaching young learners

Children use imaginative play to help them make sense of the world, so as teachers we should harness this by bringing puppets and toys to the classroom. A class mascot is of great comfort to children who are reluctant to leave their family and can be used to greet and calm them in addition to explaining activities and classroom rules. A mystery bag or box with flash cards and objects inside are also valuable tools in the Young Learner's classroom and can be used to introduce new vocabulary and to capture children's attention.

Bells, music or a musical instrument (such as a small drum) help bring those who have strayed from the activity back to the group. Music creates atmosphere and can help calm or energize children depending on the stage of the class. Children of this age learn well through doing, so ensure that all activities are meaning-focused and appropriate to their stage of development.

Classroom Management

Establishing routines in the Young Learner classroom is key to having an organized classroom and saves valuable time. Routines create a predictable pattern, and once established, children begin to understand what is expected of them and how they should act. In this way, we facilitate and promote meaningful learning in the classroom. Try to incorporate the following routines in your classroom.

Introduction

Hello time
Sit on a stool, with the children sitting down, preferably on a mat, gathered around you. Sing or play a hello song. Use a class mascot to greet the children and take the register.

Circle time (opener)
Use the same format as above to present or revise new language or to sing a song from the previous lesson. Use a class mascot, flash cards and realia to capture children's attention.

Table time
Color-code tables and ensure that when the children move from one stage of the class to another that they do it group by group and not altogether. Ensure that the tables are uncluttered, with only the materials necessary for the activity at hand.

Story time
Use gestures or simple chants to indicate story time. Whisper to the children as they move to the Circle time area. Show children how to tiptoe in order to reduce class noise and to create a magical story atmosphere.

Playtime
This could be a free-play stage at the end of the class. It could be theme related (take in a big box of dressing up clothes and hats, plastic food or foam letters and shapes) or the children could play in the different areas you have created in the classroom: the reading corner or construction site, for example. Observe how they play and interact with their classmates.

Tidy up time
Ensure that there is time at the end of the class for the children to tidy up their tables. Make sure they put away their books, crayon pots and put their chairs under the tables. Establishing a set routine for this will enable the children to become more autonomous as the school year progresses.

Goodbye time
Use this opportunity for the children to say goodbye to you and the class mascot in a calm, relaxing manner.

Classroom language
Classroom language needs to be simple, meaningful and repetitive. Children learn quickly, but forget with ease. Select language that children can associate with a certain routine or activity, which is regularly used in class. Accompany the language with mime and gesture until the children successfully internalize the language. Be patient and consistent. Try to incorporate the following language into your English class routines:

Come here, everyone!
Let's sit down!
Let's be quiet!
It's time for a story!
Stand up, please.
Go to your table.
Open your books.
Close your books.
Tidy up, please.
Stand in a line.

I hope you enjoy using this innovative, new course, which has been lovingly written and designed to create a memorable and purposeful language-learning experience.



Let's remember

LESSON 1 SB pages ii–iii AB pages ii–iii

Objectives: To revise vocabulary and language learned in KG1
To talk about themselves

Vocabulary: *Clothes, Classroom items, Food, Animals, Toys, Numbers 1-10, Colors*

Language: *I'm (Adam). It's a (blue) (camel).*

Materials: Student's Book, pages ii–iii
Activity Book, pages ii–iii
Class CD
Digital Toolkit
Flash cards: Clothes, Food, Animals, Toys, Numbers 1-10, Colors
Colored pencils or crayons for each child

Opener

- Introduce yourself. Say *Hello, I'm (name)*. Gesture to a student and say *Hello, what's your name?* Encourage students to answer *I'm (name)*
- Now encourage students to ask the question. Say *Hello, what's your name?* Get students to repeat. Then ask them to ask and answer the question in pairs.
- Play *Mingle* (Games Bank, page 153) to practice the language further. Make the game fun!

Presentation

1 Revise numbers by playing *Catch and say (1)* (Games Bank, page 152) with numbers 1-10.
2 Use calling sticks to choose a student. Ask *How old are you?* and elicit their age: *I'm (five)*. Ask different students round the class.
3 Use the flash cards to revise body parts and clothes. Play *Teacher says* (Games Bank, page 154) to practice the vocabulary further.
4 Use the flashcards to revise colors and classroom items.
5 Play a version of *Show me* (Games Bank, page 153) and ask students to touch or hold up a classroom item of the color that you say.
6 Use the flash cards to revise food, toys and animals.
7 Play *Catch and say (2)* (Games Bank, page 152) to practice the vocabulary further.
8 Ask students *What is your favorite food / toy / animal?* Students answer.



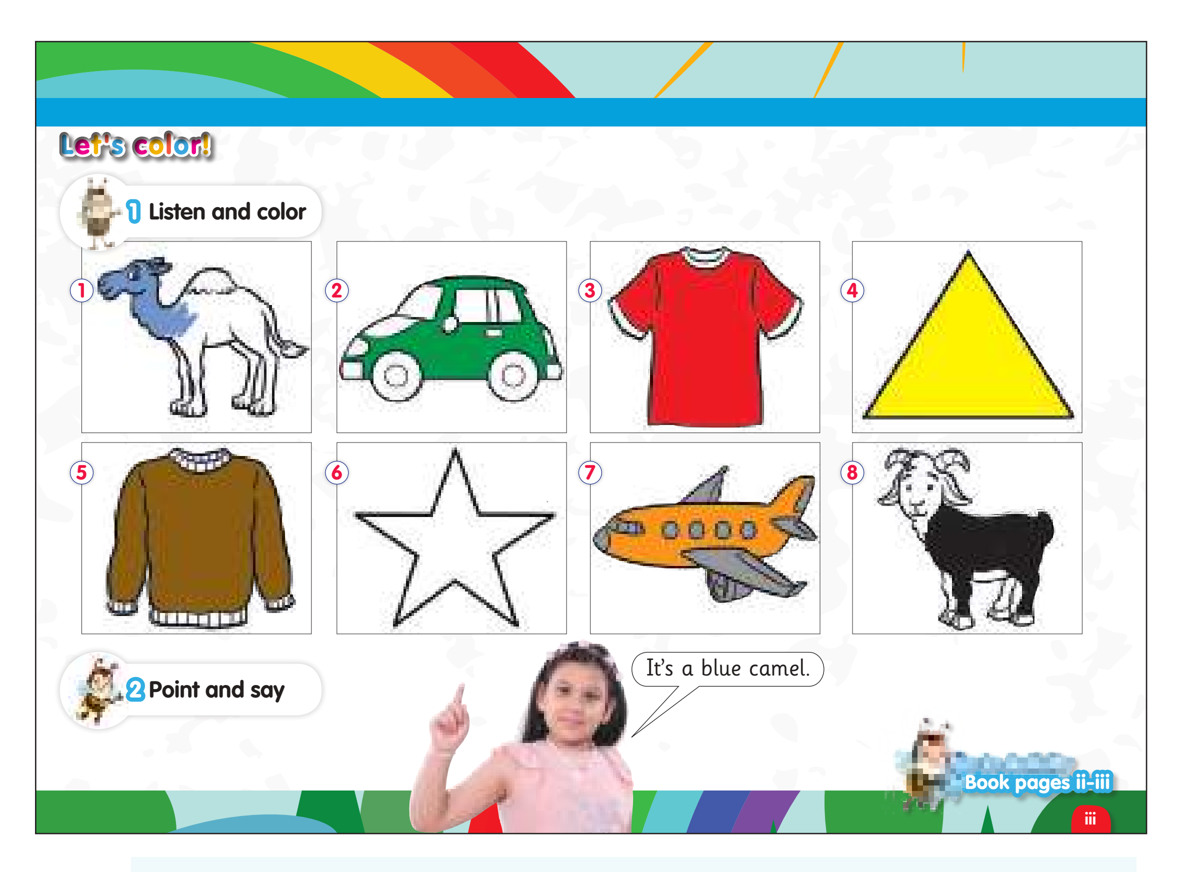
STUDENT'S BOOK page ii

1 Listen, say and do

1 Help students to find page ii.
2 Ask students *What can you see in the picture?* Encourage students to name the things in the picture.
3 As a student names an item, ask them *What color is it?* or *How many are there?* Praise all correct answers.
4 Then say *Now listen*. Play the CD, pausing after Busy Bee's introduction. Go around the class, asking students to say their names in response. Continue playing the CD, pausing after each statement to allow students to carry out the instruction.

Audioscript

Busy Bee: *Hello!*
I'm Busy Bee. What's your name?
Adam: *Hello, I'm Adam.*



	Point to my sister.
	Point to a teacher.
	Point to a ball.
Dina:	*Hello, I'm Dina.*
	Point to my brother.
	Touch your nose.
	Touch your foot.
	Touch your chair.

2 Say

1 Put students into pairs. Students take turns to instruct their partner to point to something that they can see in the main picture.

2 Go around the classroom, monitoring and helping as necessary. Make sure that students are taking turns and contributing equally.

STUDENT'S BOOK page iii

1  Listen and color

1 Help students to find page iii. Point to each of the pictures in turn and elicit the word.

2 Allow students access to colored pencils or crayons.

3 Tell students that they are going to listen and color the picture according to the instructions they hear.

4 Play the CD, pausing after each sentence to allow students time to color the correct picture. Students may color the star with a color of their choosing.

Audioscript

Color the camel blue.
Color the triangle yellow
Color the car green.
Color the goat black.
Color the sweater brown.
Color the plane gray and orange.
Color the T-shirt red and white.
Color the star purple.

2 Point and say

1 Put students into pairs. Students take turns to point to a picture and say what they see, using the speech bubble to help them.

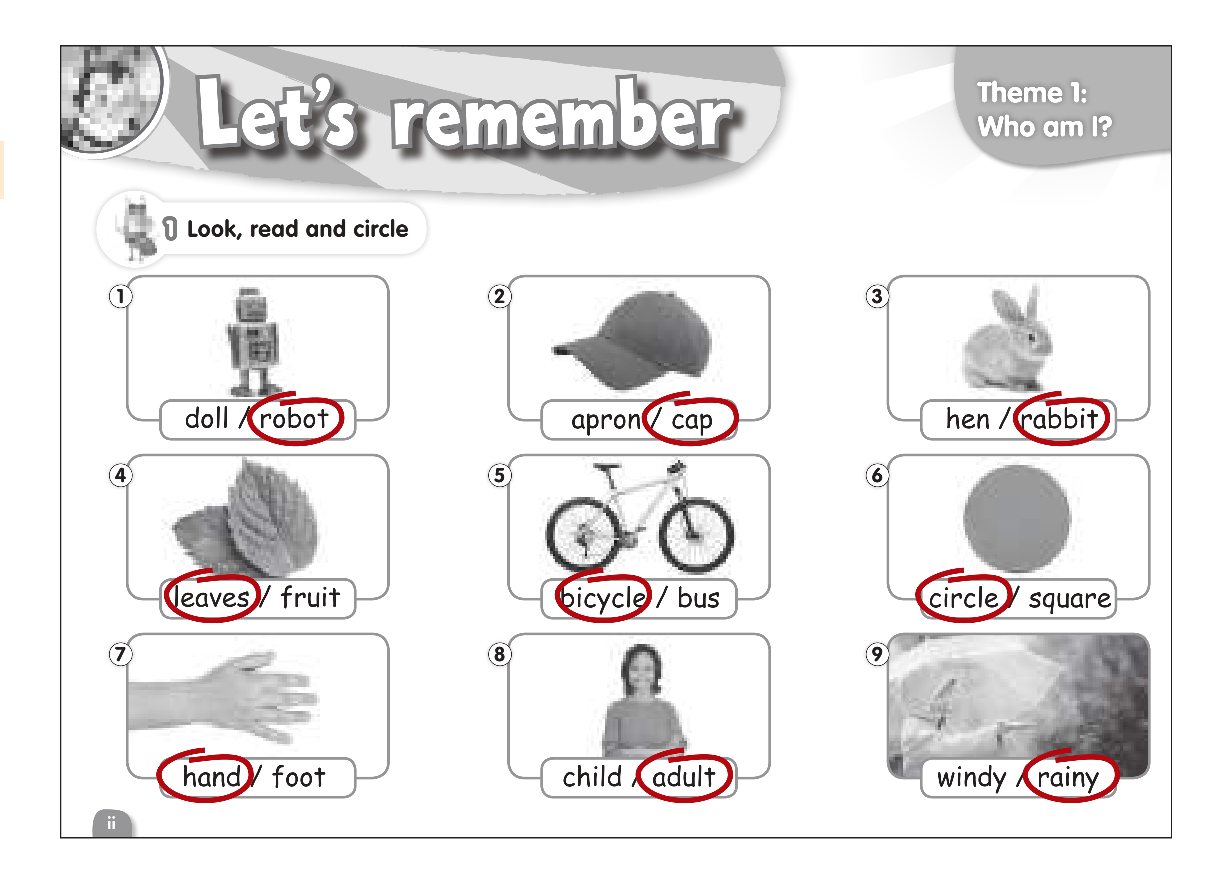
2 Go around the classroom, monitoring and helping as necessary. Make sure that students are taking turns and contributing equally.

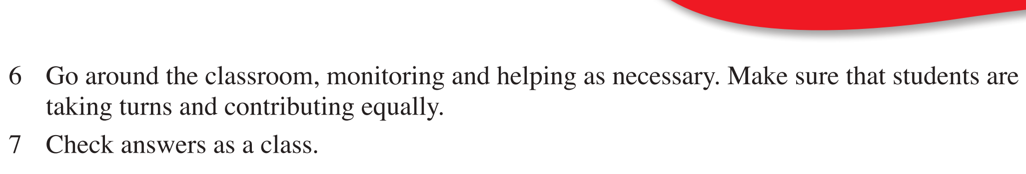
Let's remember

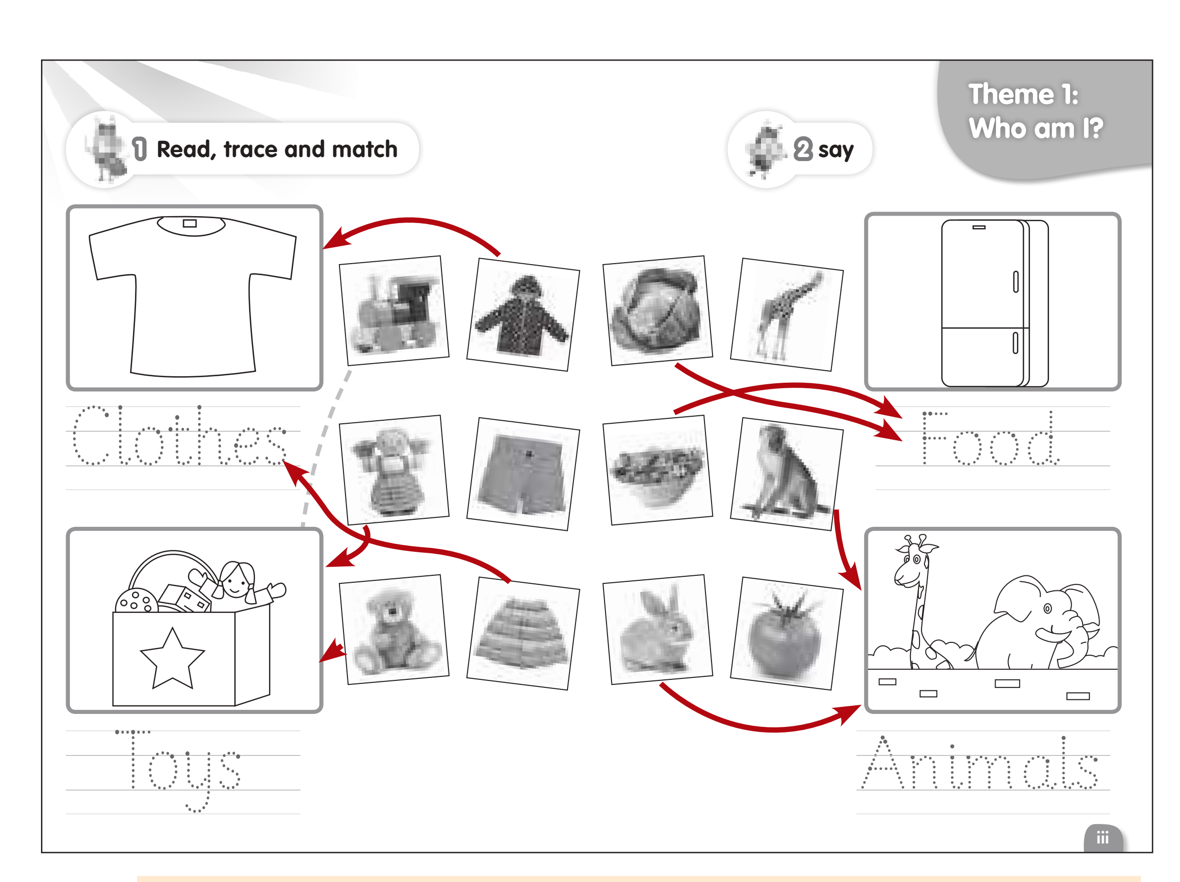
ACTIVITY BOOK page ii

1 Look, read and circle

1 Help students to find page ii in the Activity Book. Point to each picture in turn and elicit the word.
2 Point to the picture of the robot and ask *What is it?* (a robot). Read the words underneath the picture, then demonstrate how to draw a circle around the correct word.
3 Check understanding. Students work individually to complete the rest of the exercise.
4 Students check answers with their shoulder partner.
5 If students struggle with any of the words in particular, play a game from the Games Bank to revise those words until students are more confident.







ACTIVITY BOOK page iii

1 Read, trace and match

1 Help students to find page iii in the Activity Book. Focus students' attention on the drawings in each corner. Point to the drawing of the T-shirt and say *Clothes*. Ask students to say as many clothes words as they can remember.

2 Repeat the procedure with the other vocabulary groups (fridge – food; toy box – toys; zoo – animals), encouraging students to say as many words as they can remember.

3 Ask students to trace the words.

4 Focus students' attention on the photographs scattered in the middle of the page. Point to the photograph of the toy train and elicit the word. Ask students where they think the train goes. Say In the fridge? No! In the toy box? Yes! Demonstrate drawing a line from the toy train to the toy box.

5 Student work with their shoulder partner to match each of the photographs to the correct drawing, saying the words as they do so.

6 Go around the classroom, monitoring and helping as necessary. Make sure that students are taking turns and contributing equally.

7 Check answers as a class.

2 Say

1 Students work in pairs to point at a picture and say its name and the other student saying the category it belongs to.

2 Go around the classroom, monitoring and helping as necessary. Make sure that students are taking turns and contributing equally.

Fast finishers

- Students think of other items that could go into each group – clothes, food, toys, animals. They say the words and draw pictures.

Consolidation game

- Play *What's missing?* (Games Bank, page 154) to revise the vocabulary from KG1.

Closing

- Remind students about what they have practiced so far and set them up for what they will continue learning in the upcoming days.
- Say *Next we will revise more words*.
- Stand by the door to see students off. Say *Goodbye* and encourage students to say *Goodbye* to you as they leave. Remember that this is the beginning of a new term so students need to be reassured that yours is a friendly, smiley classroom where everyone is welcome.

LESSON 2 SB page iv–v AB pages iv–v

Objectives: To revise vocabulary and language learned in KG1
To practice counting from 1-10
To read whole sentences
To recognize individual words within a spoken sentence
To revise phonics sounds from KG1
To blend and read CVC words

Vocabulary: *carrots, tomatoes, monkeys, trains, teddy bears, erasers, forest, sunny, salad, cactus, plant, winter*

Language: *There are (seven) monkeys.*
Present simple with third singular: *A monkey eats bananas*.

Materials: Student's Book, pages iv–v
Activity Book, pages iv–v
Class CD
Digital Toolkit
Flash cards: Clothes, Food, Animals, Toys, Numbers 1-10, Colors
Phonics cards: KG1
Colored pencils or crayons for each child

Opener

- Play *Tracing numbers* (Games Bank, page 154) to revise numbers 1-10.
- Write the words for the numbers 1-10 on the board. Use calling sticks to choose students to come to the board and write the correct numeral under the word.

STUDENT'S BOOK page iv

1 Count and write

1 Help students to find page iv. Ask students to say what they can see in the circles.

2 Point to the circle containing the monkeys and encourage students to count with you. Say *Seven*. *There are seven monkeys*. Point out to students that the number 7 has been written on the dotted line in front of the word monkeys.

3 Check understanding. Students work individually to count the number of each item in the circles and write the number.

4 Students check their answers with their shoulder partner.



2 Look and say

1 Put students into pairs. Students take turns to describe what they see in each of the circles, using full sentences *There are seven monkeys*. Their partner points to the correct circle.

2 Go around the classroom, monitoring and helping as necessary. Make sure that students are taking turns and contributing equally.





STUDENT'S BOOK page v

1  Listen and read

1 Help students to find page v. Ask students to say what they can see. Praise all correct answers.
2 Focus students' attention on the sentences in colored ovals. Tell students that they are going to listen and read along with the sentences.
3 Play the CD twice, pausing after each statement to allow students time to read along.

Audioscript

1 *It lives in the forest.*
2 *It's sunny.*
3 *I like salad.*
4 *It's winter.*
5 *A cactus is a plant.*
6 *I have 2 hands.*

2 Match and say

1 Point at the first sentence and read it. Show students the line matching the sentence with the picture. Explain that they are going to do the same.
2 Help students to get into groups of three or four. Student take turns to read the sentences and draw lines to match each sentence to the correct picture. Encourage them to look at the words in bold in particular. Students work together to decide which picture, talking about what they can see and reading the sentences aloud.
3 Go around the classroom, monitoring and helping as necessary. Make sure that students are taking turns and contributing equally.

Let's remember

ACTIVITY BOOK page iv

1 Look and blend

1 Use the phonics cards from KG1 to revise the phonics sounds learned so far. Ask students to tell you any words that they know with the phonics sounds.

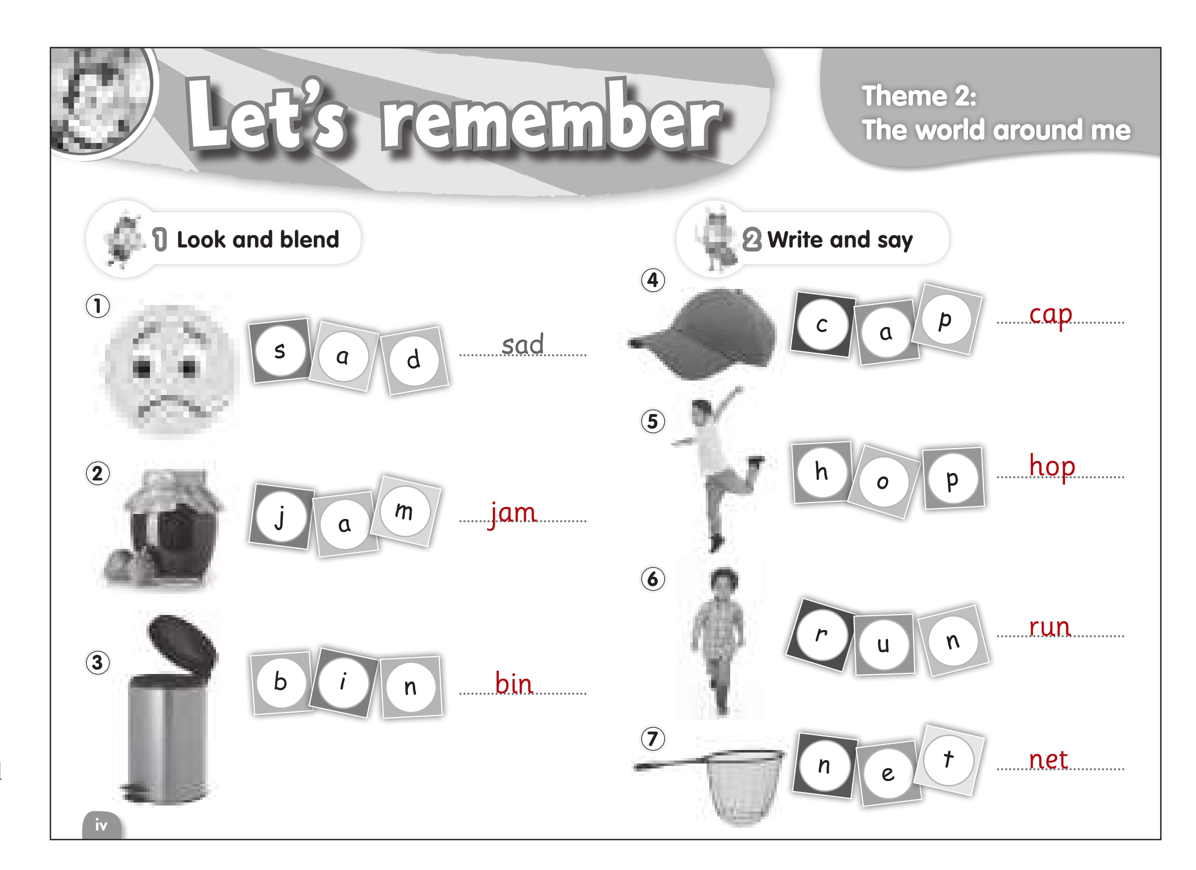
2 Help students to find page iv in the Activity Book. Point to the first letter of the first word and elicit the sound /s/. Point to the second letter and elicit the sound /æ/. Point to the final letter and elicit the sound /d/. Say the three sounds one after the other, gradually blending them together to form the word *sad*. Students repeat chorally and individually.

2 Write and say

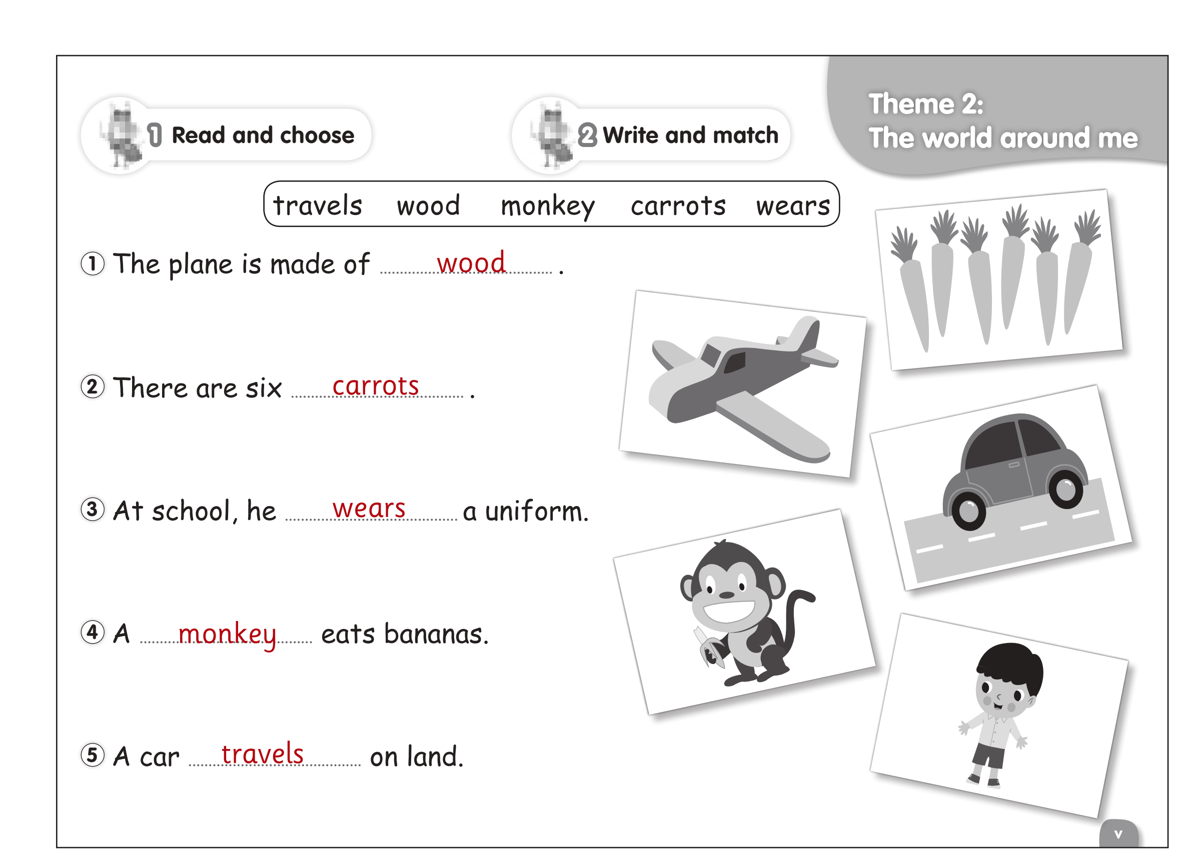
1 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.

2 Students copy the letters *s a d* onto the writing stave, (two parallel lines that students write on) then read the word, using their finger to move from one letter to the next as they blend the sounds.

3 Guide the students to say, read and write the next two words (jam and bin). If students are confident, they may work individually to complete the rest of the exercise, reading their words to their shoulder partner. Alternatively, you may choose to guide students through all of the words on the page.







Theme 2:
The world around me

1 Read and choose

2 Write and match

travels wood monkey carrots wears

1. The plane is made of wood .
2. There are six carrots .
3. At school, he wears a uniform.
4. A monkey eats bananas.
5. A car travels on land.

v

ACTIVITY BOOK page v

1 Read and choose

1 Help students to find page v in the Activity Book. Point to the words at the top of the page and read them for students to repeat.

2 Focus attention on the first sentence. Say *The plane is made of* … Invite students to suggest a word from the top of the page that would complete the sentence (wood).

3 Go around and provide help. Ask students to work in pairs to complete the task.

2 Write and match

1 Ask students to write the word onto the line to complete the sentence and then read as a class. Encourage students to draw a line from the first sentence to the picture of the wooden toy plane.

2 Students work individually to complete the exercise. Go around the classroom, monitoring and helping as necessary.

Fast finishers



- Students can work in pairs to check their answers.

Consolidation game

- Play a version of *Catch and say (1)* (Games Bank, page 152) to revise the vocabulary from KG1.

Closing

- Remind students about what they have revised so far and set them up for what they will continue learning in the upcoming days.
- Say *Next we will learn more about Adam and Dina*.
- Stand by the door to see students off. Say *Goodbye* and encourage students to say *Goodbye to you* as they leave.

Unit 1

LESSON 1 SB page 2 AB page 2

Objectives: To revise vocabulary for numbers, colors and toys
To listen and match

Vocabulary: *Adam, Dina, Busy Bee; six; red, blue; teddy bear, robot*

Materials: Student's Book, page 2
Activity Book, page 2
Flash cards: Adam, Dina; Numbers 1-10; Colors; Toys
Digital Toolkit
Coloring pencils or crayons for each student

Opener

- Play *Point to the card* (Games Bank, page 153) with the KG1 flash cards to review the vocabulary for the characters, numbers 1-10, colors and toys.

STUDENT'S BOOK page 2

1 Listen and point

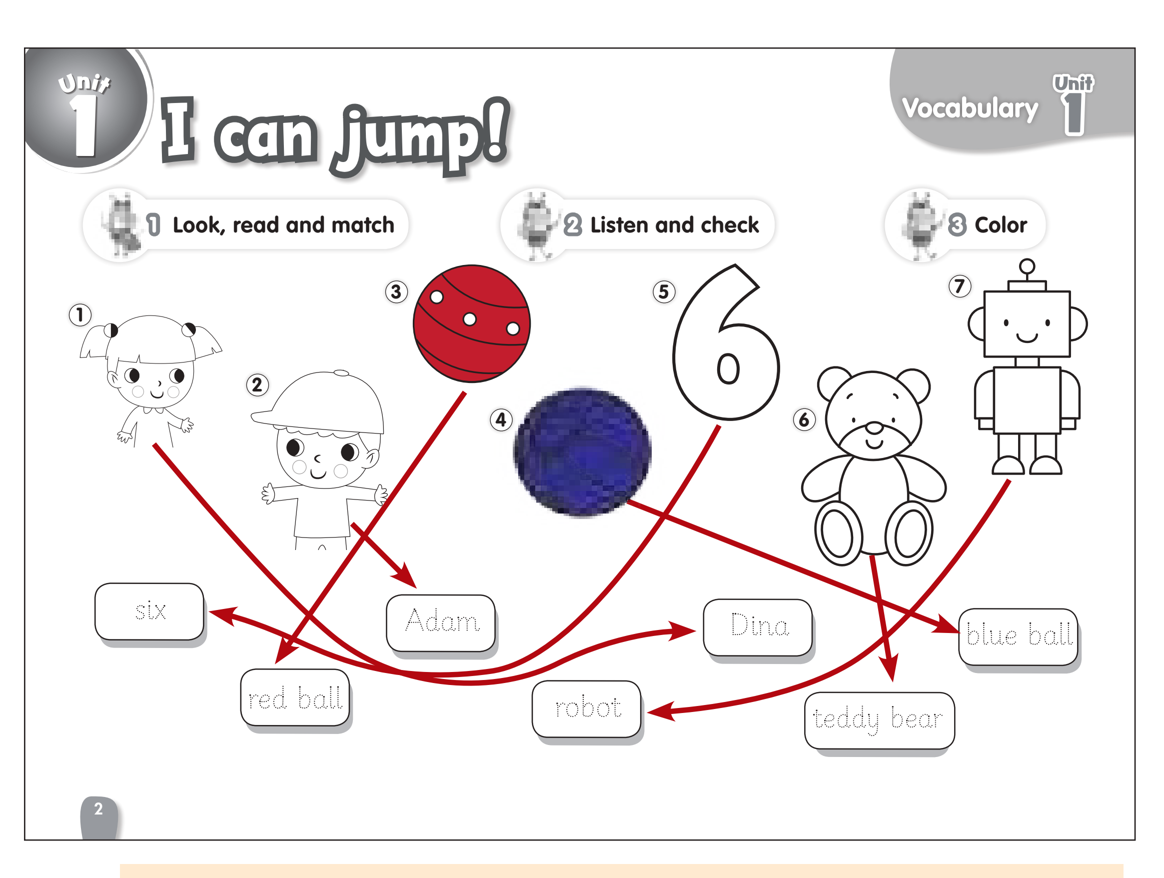
1 Help students to find page 2. Ask students *Who can you see in the picture?* Encourage students to name the characters (Adam, Dina) and to name as many other items as they can in the picture.
2 As a student names an object, ask them *What color is it?* or *Whose is it?* Encourage them to say as much as they can about everything they can see in the picture.
3 Praise all correct answers.
4 Say *Let's listen*. Play the CD and encourage students to listen and find the items they hear in the picture.
5 Say *Let's listen again*.
6 Play the CD again, pausing after each item. Ask students to hold up their books and point to the item they heard.



Audioscript

Dina: *I'm Dina.*
Adam: *I'm Adam.*
Dina: *I'm six.*
Adam: *I'm six.*
Dina: *I like red.*
Adam: *I like blue.*
Dina: *I have a teddy bear.*
Adam: *I have a robot.*





ACTIVITY BOOK page 2

1 Look, read and match

1 Help students to find page 2 in the Activity Book. Point to the first picture at the top of the page and ask *Who is it?* Elicit *Dina*. Repeat with the remaining pictures. Invite students to color the pictures.
2 Tell students they are going to listen and match the pictures with the correct name. Demonstrate by pointing at the picture of Dina. Say *Dina*. Then point to the word Dina. Repeat *Dina*. Draw a line to match the picture of Dina with the name Dina with a finger to demonstrate how to draw a line. Then, draw the line with a pencil.
3 Students continue in the same way for the rest of the pictures.
4 For numbers 3 and 4, tell students that they will color the balls according to the listening in the next exercise.

2 Listen and check

1 Play the CD, pausing after each item for students to check their answers.
2 Pause after number 2 and 3 for students to color the balls and match them to the correct color name.
3 Go around the classroom, monitoring and helping as necessary.

Audioscript

1 *Dina*
2 *Adam*
3 *red ball*
4 *blue ball*
5 *six*
6 *teddy bear*
7 *robot*

3 Color

1 Ask students to color the rest of the pictures.
2 Go around asking students *what color is your (robot)?* Elicit the color.
3 Praise all good work.

Fast finishers

- Students can work in pairs to check their answers.

Consolidation game

- Play *Catch and say (1)* (Games Bank, page 152). Ask students to name things of a certain color, or to name a favorite toy.

Closing

- Ask students to tell you some of the other students' names.
- Explain that in the next lesson, they will talk about ages.

Unit 1

LESSON 2 SB page 3 AB page 3

Objectives: To identify vocabulary for family members
To use He and She when giving a family member's age
To write numbers 1-20

Vocabulary: Numbers *1-20*

Language: *This is my cousin. He/She is (15) years old. I have (five) cousins.*

Materials: Student's Book, page 3
Activity Book, page 3
Class CD
Digital Toolkit
Flash cards: Numbers 1-20; Family
A pencil for each student
Paper and colored pencils or crayons for fast finishers

Opener

- Play *What's missing?* (Games Bank, page 154) with the Numbers 1-10 flash cards, displaying them in numerical order.
- Play *Go to the word (1)* (Games Bank, page 152) to review family vocabulary.

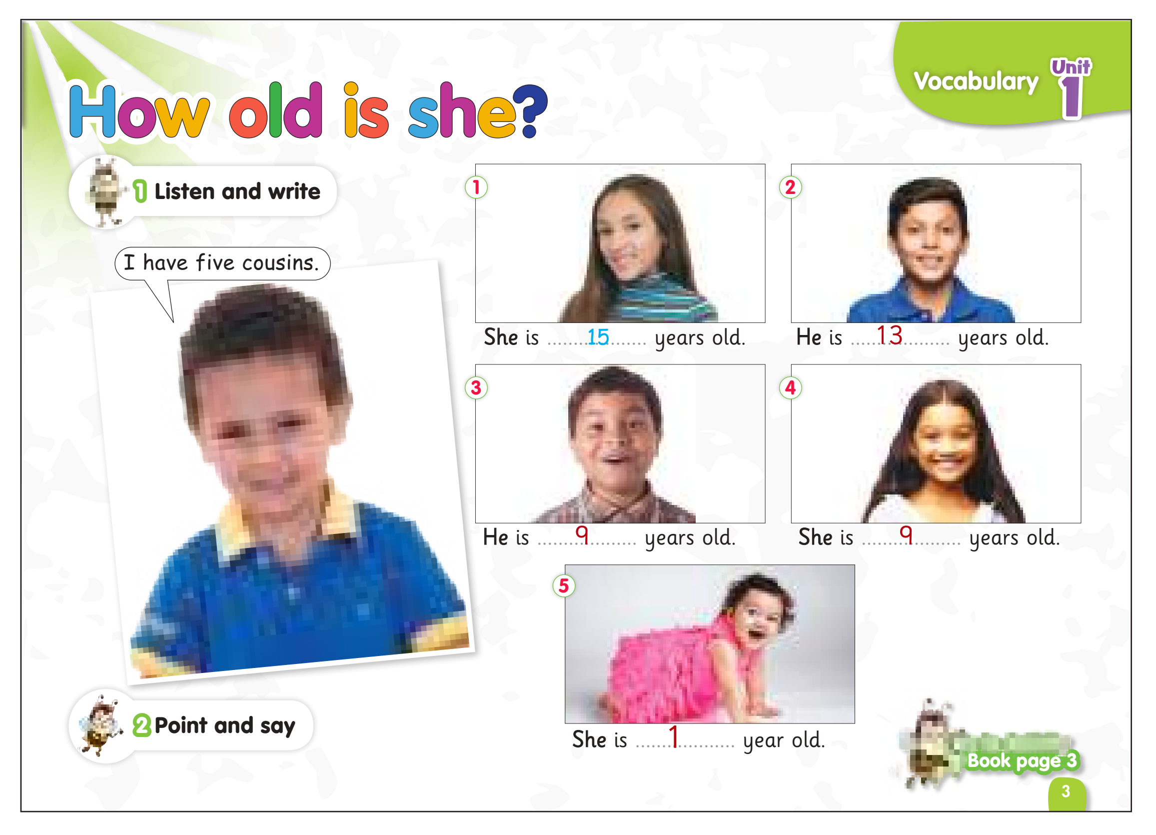
Presentation

1 Use flash cards to present the word cousin. Draw a simple family tree on the board to demonstrate that your cousin is the child of your mommy's or daddy's brother or sister. Ask the students to tell you how many cousins they have.
2 If you have pictures of your own cousins, show them to the class.
3 As you show each picture, introduce the person, e.g. *This is my cousin. She is 14 years old. This is my cousin. He is 19 years old.*
4 Stick the girl flash card on one side of the board. Stick the boy flash card on the other side. Point to the girl and say *Girl. She is a girl*. Point to the boy and say *Boy. He is a boy.* Explain that we use *She* for women and girls and *He* for men and boys. Do not worry if students make mistakes with this because they will review it many more times.

STUDENT'S BOOK page 3

1  Listen and write

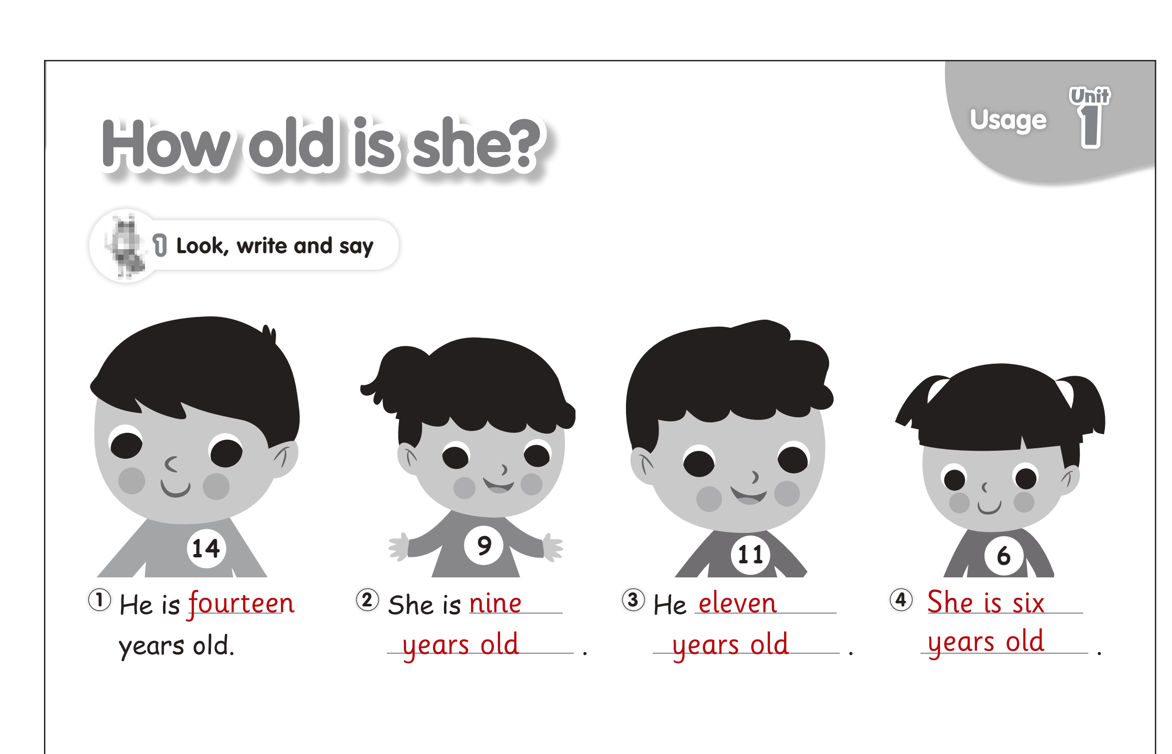
1 Help students to find page 3. Point to each of the pictures in turn and elicit *Boy/He* or *Girl/ She*, depending on the gender of the child.
2 Focus the student's attention on the sentences under each picture. Tell students they are going to listen and write the age to complete each sentence.
3 Say *Let's listen.*
4 Play the first sentence and show students that 15 has been written in the first sentence as an example.
5 Play the CD, pausing after each sentence for students to write the number. Play the CD as many times as students need.
6 Check answers as a class.



Audioscript

I have five cousins.
1 This is my cousin Malika. She is 15 years old.
2 This is my cousin Yassin. He is 13 years old.
3 This is my cousin Bassem. He is 9 years old.
4 This is my cousin Salma. She is 9 years old.
5 This is my cousin Fareeda. She is 1 year old.





2 Point and say

1 Put students into pairs.
2 Tell students to take turns to point to a picture and tell their partner how old the child is.
3 Demonstrate by pointing at the picture of Malika. Say *She is 15 years old*.
4 Go around the classroom, monitoring and helping as necessary.
5 Choose a confident pair of students to repeat the task in front of the class.

ACTIVITY BOOK page 3

1 Look, write and say

1 Help students to find page 3 in the Activity Book. Point to the boy with the number 14 badge and say *How old is he?* Elicit *14 (years old)*.
2 Ask students to complete the rest of the sentences.
3 Go around the classroom, monitoring and helping as necessary.
4 Put students into pairs.
5 Tell students to take turns to point to a picture and tell their partner how old the child is.
6 Demonstrate by pointing at the first picture. Say *He is 14 years old*.
7 Go around the classroom, monitoring and helping as necessary.
8 Choose a confident pair of students to repeat the task in front of the class.

Fast finishers



- Students can draw and color pictures of their own cousins, writing their ages underneath.
- Confident students can be invited to the front of the class to present their work to everyone.

Consolidation game

- Play *Show me* (Games Bank, page 153) to practice numbers 1-20.

Closing

- Ask students to tell you some of the other students' names and ages.
- Explain that in the next lesson, they will learn about actions.

Unit 1

LESSON 3 SB page 4 AB page 4

Objectives: To identify vocabulary for different activities
To read and number words for activities
To mime and guess different activities

Vocabulary: *hop, skip, kick, swim, jump, run, climb*

Language: *I can (hop).*

Materials: Student's Book, page 4
Activity Book, page 4
Class CD
Digital Toolkit
Flash cards: climb, hop, jump, jump rope, kick, run, swim
Relevant posters
A pencil for each student

Opener

- Use calling sticks to choose a student to tell the class about his/her cousins.

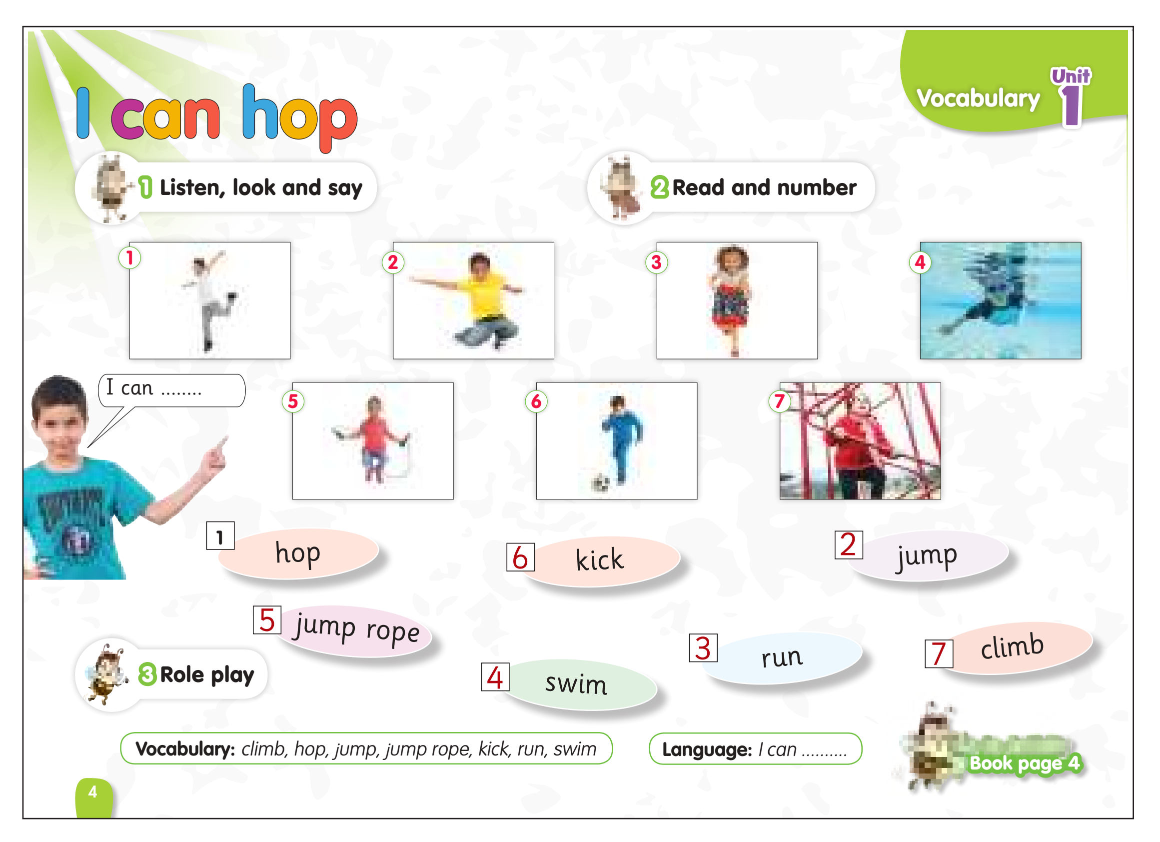
Presentation

1 Use flash cards to present and practice the new activity words: *climb, hop, jump, jump rope, kick, run and swim*.
2 Point to the climb picture and say *climb*. Students repeat several times chorally and then individually.
3 Repeat the procedure for the other activities.
4 Then point to each activity in turn and ask *What can he/she do?* Vary the order you point to the activities.
5 You can also practice the new words using the relevant poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster and ask *What's this?* Help the student to say the word and demonstrate the activity.
6 Play *Go to the card (1)* (Games Bank, page 152) to practice the words. Students can move to the words in the way described, e.g. *hop to the word hop*.

STUDENT'S BOOK page 4

1  Listen, look and say

1 Help students to find page 4. Use the pictures to elicit the activity words. *What can he do? He can hop.*
2 Then say *Now listen*. Play the CD, encourage students to look and point along with the CD.
3 Play the CD again, pausing after each sentence for students to repeat as they point to the pictures.



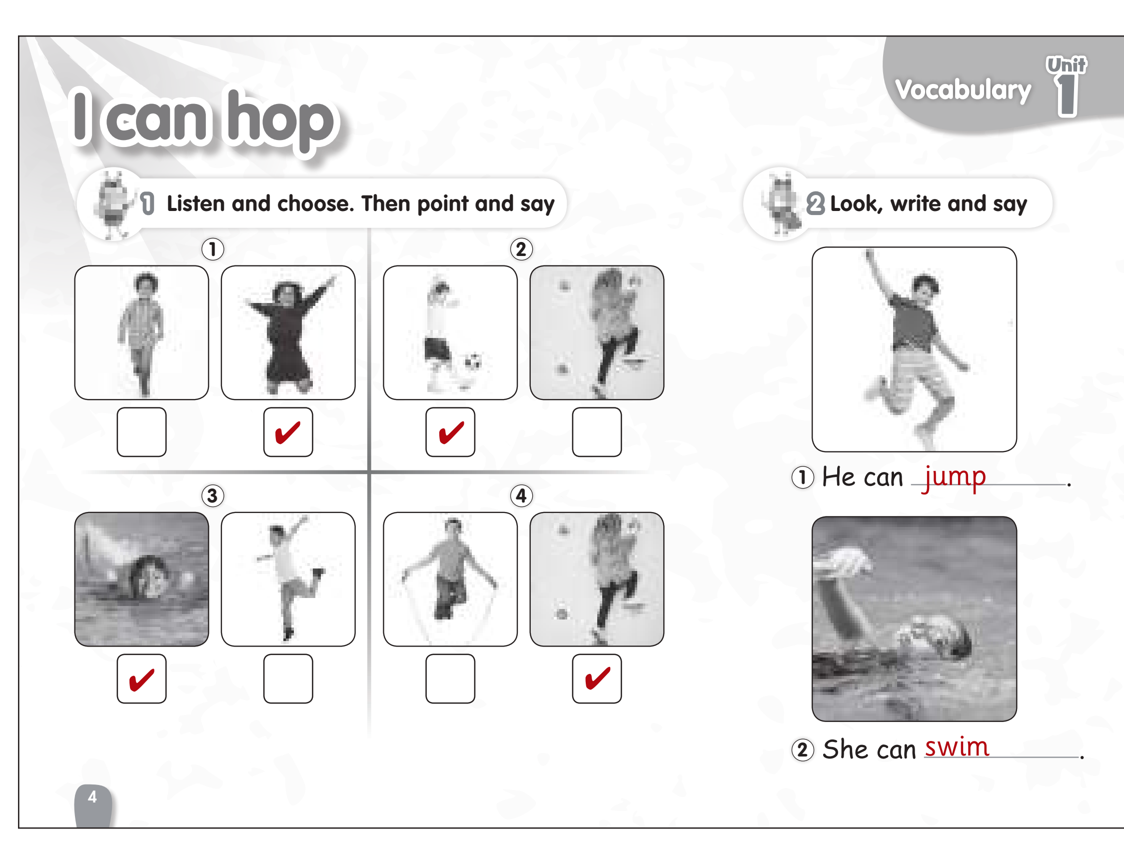
Audioscript

1 *hop*
2 *jump*
3 *run*
4 *swim*
5 *jump rope*
6 *kick*
7 *climb*

2 Read and number

1 Point to the first word. Say *Now, let's read*.
2 Point to each word as you read with the class. Repeat this for all the words on the page.





3 Ask students to work with their shoulder partner to practice reading each of the words. Circulate and encourage students as they work.
4 Ask students to write the number of the picture that matches each word into the box. Point out that number 1 has been written next to the word hop as an example.

3 Role-play

1 Point to one of the pictures and say the action.
2 Ask students to role play the action while saying the word for the action.
3 Repeat for all of the actions until students are confident with the actions and words.

ACTIVITY BOOK page 4

1  Listen and choose. Then point and say

1 Help students to find page 4 in the Activity Book.
2 Tell students that they are going to listen and tick the box next to the correct picture.
3 Say *Let's listen*.
4 Play the CD, pausing after each item for students to draw a tick.
5 Go around the classroom to monitor and help as necessary.

Audioscript

1 *jump*
2 *kick*
3 *swim*
4 *climb*

2 Look, write and say

1 Ask students to look at the first picture and say the word for the action.
2 Say *He can jump* and encourage students to repeat.
3 Repeat for the second picture.

Consolidation game

- Play *Teacher says* (Games Bank, page 154). Say *Teacher says (hop)*, encouraging students to mime the activity. Continue with the other activities, but occasionally do not say *Teacher says…* before the activity. Any student who mimes the activity then is out of the game.
- Play a version of *What's missing?* (Games Bank, page 154) with the activities vocabulary.

Closing

- Ask a few students to tell you what they can do, using the vocabulary they learned in this lesson.
- Explain that in the next lesson, they are going to sing a song.

Unit 1

LESSON 4 SB page 5 AB page 5

Objectives: To use He and She in sentences
To talk about gender
To sing a song about activities done by girls and boys

Vocabulary: *girl, boy; hop, skip, kick, swim, jump, run, climb*

Language: *I'm a (girl). I can (hop).*

Materials: Student's Book, page 5
Activity Book, page 5
Class CD
Digital Toolkit
Flash cards: girl, boy; Activities
A pencil for each student

Opener

- Use flash cards to review girl and boy. Remind students that we use *She* for girls and *He* for boys. Point to yourself and say *I'm a girl/boy*. Encourage students to do the same.
- Stick pictures of girls and boys on the board. Use calling sticks to choose a student to come to the board and point to all the girls. Choose another student to come to the board and point to all the boys.
- Review the activities vocabulary from last lesson by miming each of the activities and asking students to say the words. Say *Yes! I can (hop)!*

STUDENT'S BOOK page 5

1 Look and write

1 Help students to find page 5. Point to the pictures at the top of the page and elicit *a girl* and *a boy*.
2 Tell students that they are going to look at each of the pictures on the page and complete the sentences. Point out that *He* has already been written under the first picture as an example.
3 Circulate and encourage students as they work.
4 Point to each of the pictures in turn and ask students to tell you what activity is being carried out, e.g. *The boy can hop. The girl can run.*

2 Listen and point

1 Say *Let's listen.*
2 Play the CD, pausing after each verse. Ask students to hold up their books and point to the activity they heard.



Audioscript

He's a boy,
Look at him.
He can hop,
One, two, three!

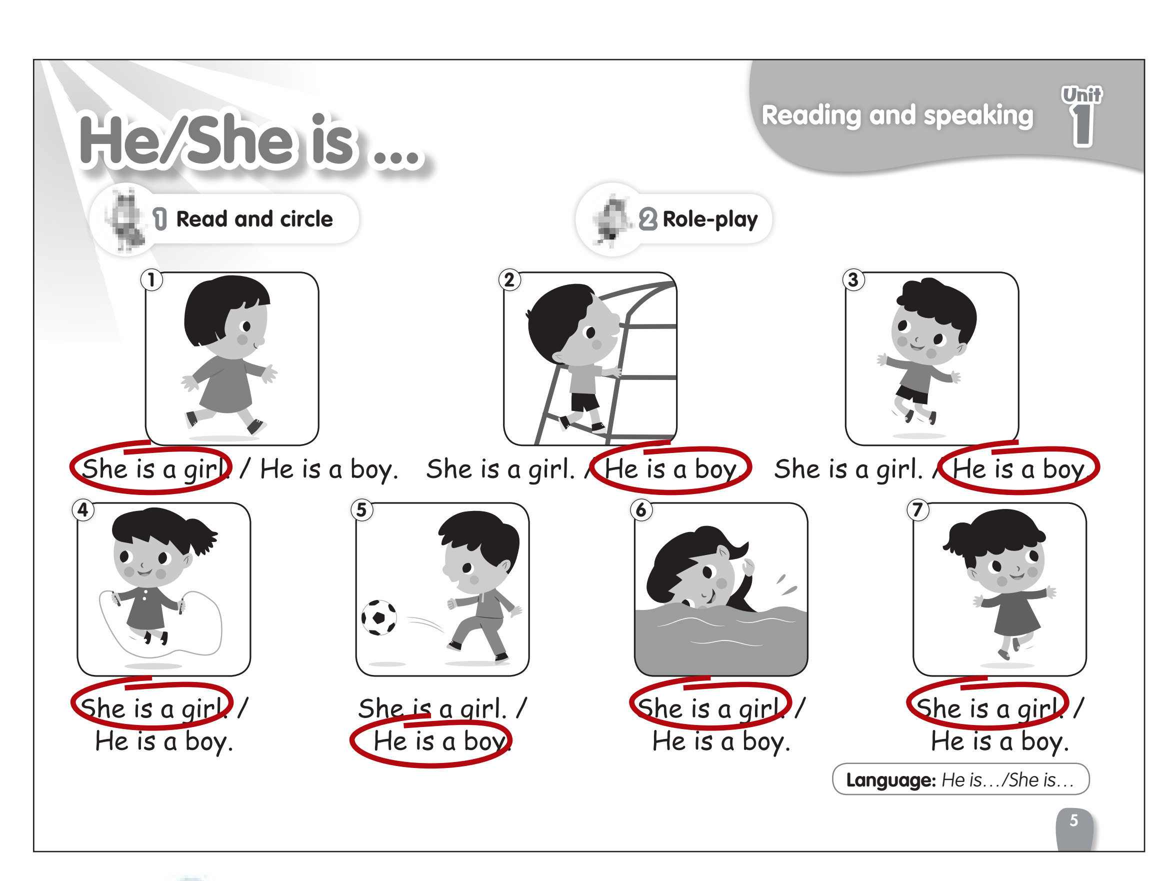
She's a girl,
Look at her.
She's can run,
One, two, three!

She's a girl,
Look at her.
She can hop,
One, two, three!

He's a boy,
Look at him.
He can run,
One, two, three!

She's a girl,
Look at her.
She can jump,
One, two, three!

He's a boy,
Look at him.
He can jump rope,
One, two, three!



3 Sing and do

1 Say *Let's sing!*
2 Play the song on the CD again several times, encouraging students to join in with the words and the actions when they are ready.
3 When students are confident, play the version of the song without words and encourage them to sing along.



ACTIVITY BOOK page 5

1 Read and circle

1 Help students to find page 5 in the Activity Book. Point to each of the pictures. Say *What are they?* Elicit *girl or boy.* Ask *What can she/he do?* Elicit the words.
2 Explain to students that for each picture, they should circle either girl or boy, depending on who they can see.
3 Circulate and encourage students as they work.

Fast finishers

- Confident students can be invited to the front of the class to present their work to everyone.

2 Role-play

1 Ask one student to step outside the room while you choose another student to lead a game.
2 Gather the students into a circle and ask the leader to begin miming an activity.
3 All the other students should copy the leader.
4 Invite the missing student to return and stand in the middle of the circle.
5 The leader of the game should regularly change the activity they are miming for all the others to copy, without the student in the middle of the circle guessing who is leading the change.
6 If the student in the middle of the circle guesses correctly who is the leader, they must swap places, and a new student is chosen to lead the game.

Consolidation game

- Play *Word whispers* (Games Bank, page 154) with the activity flash cards.

Closing

- Praise students for their work in this lesson.
- Explain that in the next lesson, they are going to learn about different families.

For next lesson

- If possible, ask students to bring in a family photo, or individual photos of their family members (parents, siblings, aunts, uncles, cousins).

Unit 1

LESSON 5 SB page 6 AB page 6

Objectives: To recognize that families are different
To talk about similarities and differences
To draw and write about members of your own family
pictures of family members; glue

Vocabulary: *same, different; mommy, daddy, brother, sister, cousin*

Life skills: Critical thinking: Similarities and differences

Language: *I have (one brother). I have (two sisters). He/She has (no brothers).*

Materials: Student's Book, page 6
Activity Book, page 6
Digital Toolkit
Flash cards: Family
Relevant posters
Coloring pencils or crayons for each student
Unit 1 cut-outs, Student's Book, pages 93-95
Optional: paper for the *Fast finishers* activity
Pictures of family members; glue

Opener

- Play *Go to the card (2)* (Games Bank, page 152) to review family vocabulary.

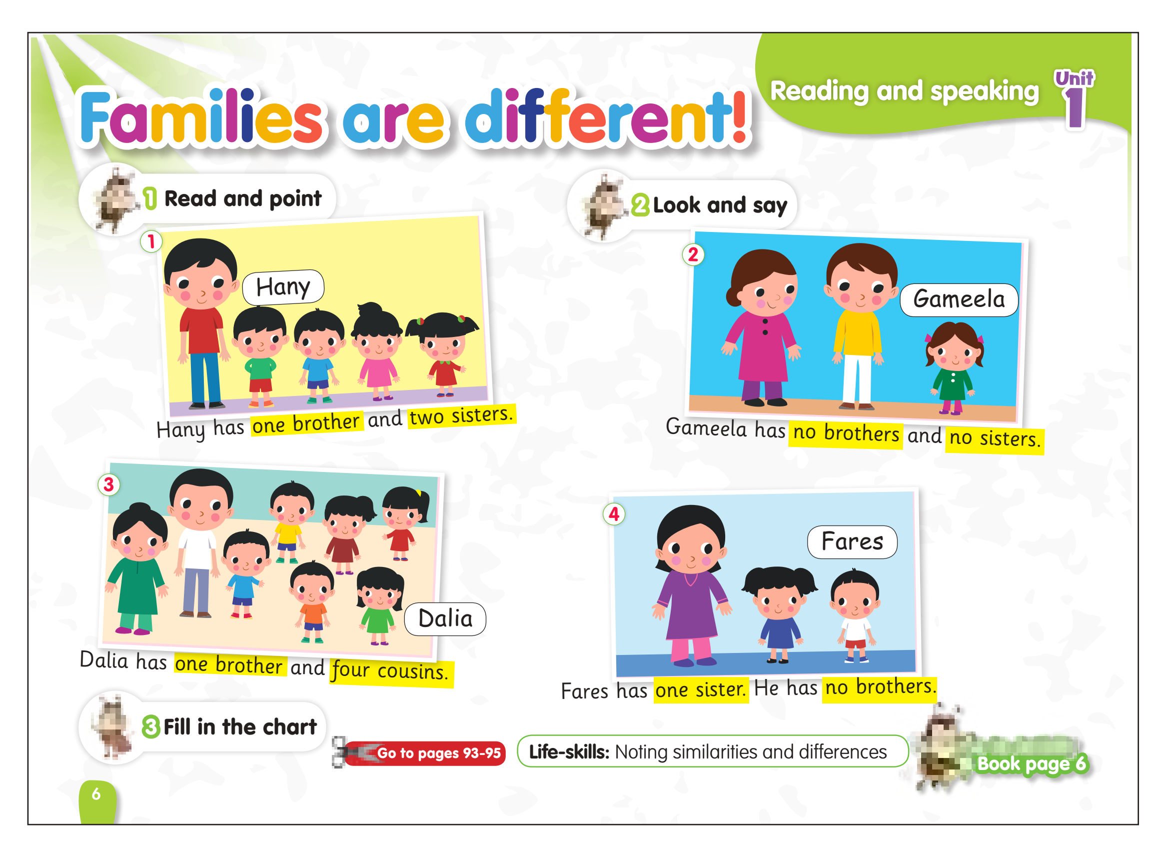
Presentation

1 Draw two circles on the board. Ask *Same or different?* Explain to students that the two things are the same.
2 Erase one of the circles and replace it with a triangle. Ask again *Same or different?* Explain to students that the two things are different – they are not the same.
3 Draw a simple picture of a family on the board with a mom, a dad, a boy and a girl. Point to each person and elicit the family word: *mommy, daddy, brother, sister*. Ask students to raise their hands if their family is the same as your picture. Then ask students to raise their hands if their family is different to your picture. Explain that there are lots of different types of families.

STUDENT'S BOOK page 6

1 Read and point

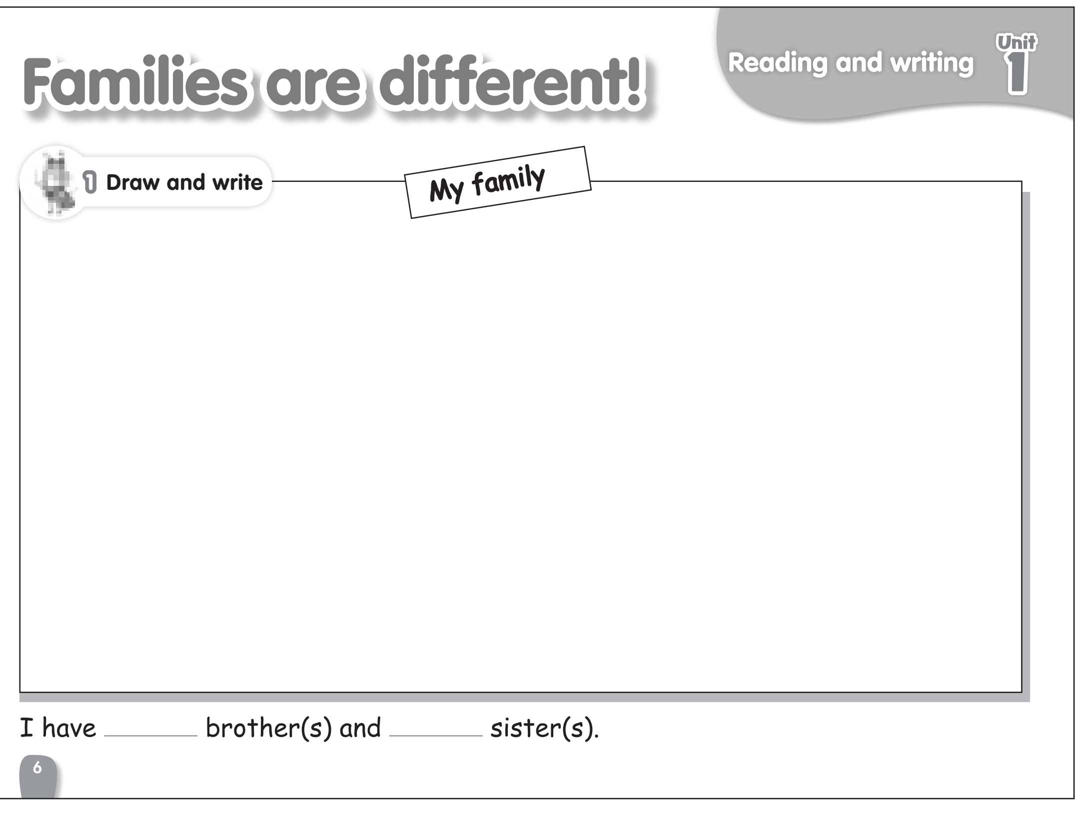
1 Help students to find page 6. Focus their attention on the photos. Ask *How many girls? How many boys?*



2 Point to 1. Say *Let's read*. Read the sentence with the class: *Hany has one brother and two sisters*.
3 Point to 2. Say *Let's read*. Read the sentence with the class: *Gameela has no brothers and no sisters*.
4 Ask students to work with their shoulder partner to practice reading each of the sentences. Circulate and encourage students as they work.

2 Look and say

1 Point to 1 again. Ask *Who else can you see?* Elicit *Daddy*.
2 Point to 2 again. Ask *Who else can you see?* Elicit *Mommy and Daddy*.
3 Point to 3. Ask *How many brothers does Dalia have? How many cousins does Dalia have?* Encourage students to answer the question in a full sentence: *Dalia has 1 brothers and 4 cousins*.
1 Ask students to work with their shoulder partner to create a sentence describing the final picture.
2 Choose a confident pair of students to repeat the task in front of the class.



3 Fill in the chart

1 Help students find page 93. Explain that they are going to fill out a chart about different families.
2 Read the words *How many?* and explain to students that they are going to write numbers beside each picture.
3 Say *How many brothers does Hany have?* Pointing to Hany and the word brothers. Elicit *One*.
4 Repeat the procedure for Hany's sisters and for Gameela, Dalia and Fares.
5 Say *Now turn* to page 95 and fill out the chart about your family.
6 Explain that students have to write their names, how many brothers, sisters and cousins they have and then draw pictures of their family members.
7 If students have brought in photographs of their own family members, they can stick them into their books and label them.
8 Go around the classroom monitoring and asking questions like *How many (sisters) do you have?*
9 Confident students can be invited to the front of the class to present their work to everyone.
10 Praise all good work.

ACTIVITY BOOK page 6

1 Draw and write

1 Help students to find page 6 in the Activity Book. Tell students that they are going to draw a picture of their own family and write how many brothers and/or sisters they have. Encourage students to draw their families and to write the real number of brothers and sisters they have.
2 Circulate and encourage students as they work.
3 Ask one or two confident students to show their work to the class.



Fast finishers

- Students can draw a picture of and write about an imaginary family or a family from a book or film that they like. Display these pictures in the classroom.

Consolidation game

- Play a version of *What's missing?* (Games Bank, page 154) with the family vocabulary.

Closing

- Praise students for their work in this lesson.
- Explain that in the next lesson, they are going to learn some more new words.

Unit 1

LESSON 6 SB page 7 AB page 7

Objectives: To identify vocabulary for family members
To read and talk about gender
To sort family members by gender
To write words for family members

Vocabulary: *mommy, daddy, brother, sister, aunt, uncle, cousin*

Language: *This is my aunt. She's a girl. This is my uncle. He's a boy.*

Materials: Student's Book, page 7
Activity Book, page 7
Class CD
Digital Toolkit
Flash cards: Family; aunt, uncle, cousin
Coloring pencils or crayons for each student

Opener

- Play *Word whispers* (Games Bank, page 154) with the family vocabulary, including cousin.
- Play the song from Lesson 4 on the CD again to review the language *I'm a girl* and *I'm a boy.*

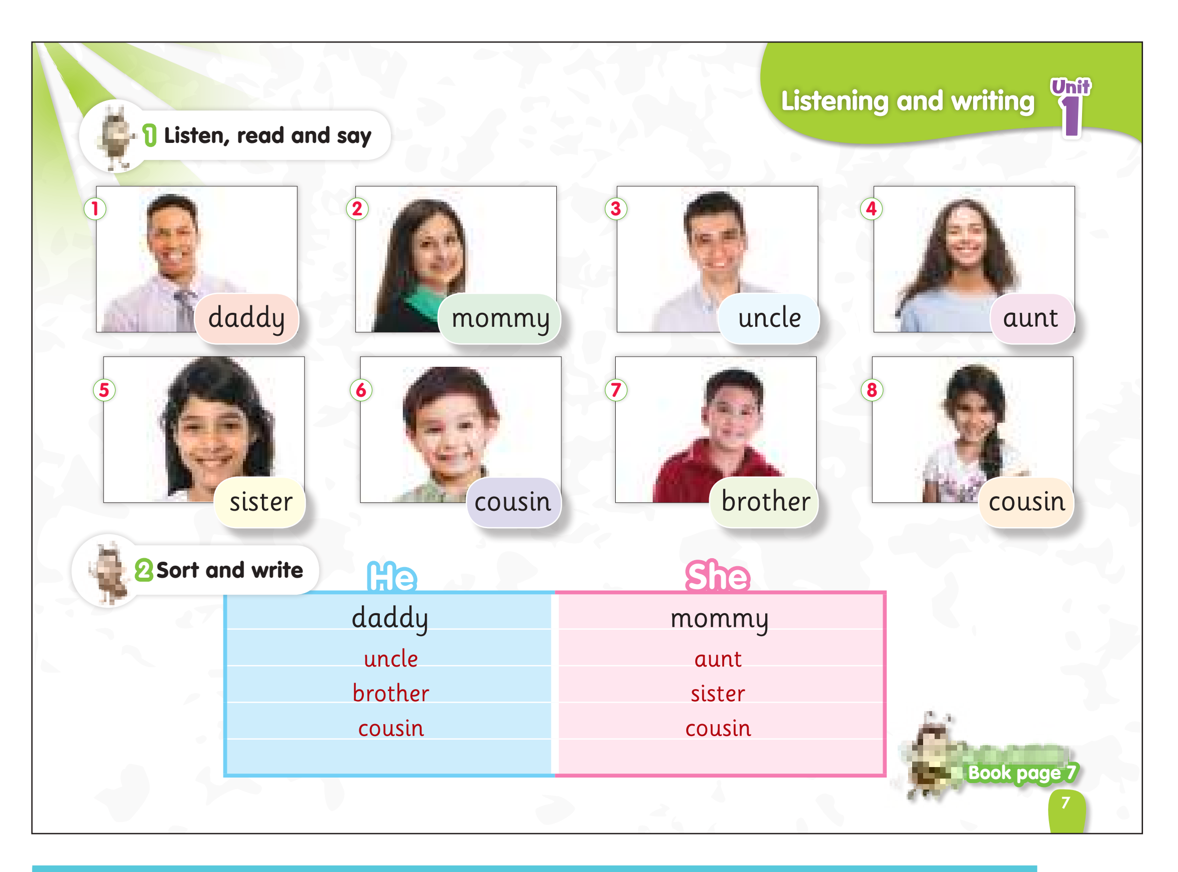
Presentation

1 Use flash cards to present the words aunt and uncle.
2 If you have pictures of your own family members, show them to the class.
3 As you show each picture, introduce the person, e.g. *This is my aunt. She is a girl. She is my daddy's sister. This is my uncle. He is a boy. He is my mommy's brother*. Ask the students to tell you about their own aunts and uncles.
4 Draw a simple family tree on the board and add the labels aunt, uncle, mommy, daddy, cousin, brother and sister in position to show how the family members are related.

STUDENT'S BOOK page 7

1 Listen, read and say

1 Help students to find page 7. Ask students which family members they can see.
2 Say *Let's listen.*
3 Play the CD, pausing after each sentence to allow students to point to the family member and read the label.

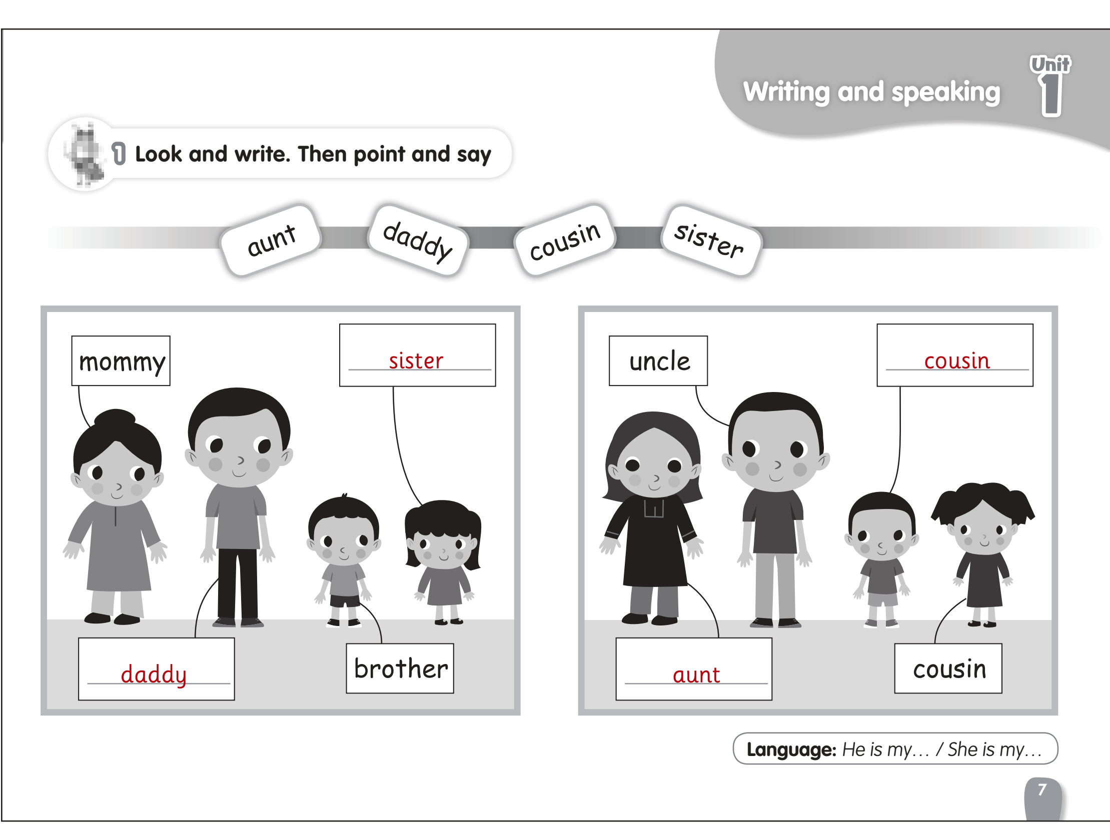


Audioscript

1 *This is my daddy. He is a boy.*
2 *This is my mommy. She is a girl.*
3 *This is my uncle. He is a boy.*
4 *This is my aunt. She is a girl.*
5 *This is my sister. She is a girl.*
6 *This is my cousin. He is a boy.*
7 *This is my brother. He is a boy.*
8 *This is my cousin. She is a girl.*

2 Sort and write

1 Hold up the family flash cards in turn and ask students to say *He* or *She*, depending on whether the family member is a boy or a girl. Increase the speed at which you show the flash cards.
2 Ask students to look at the table at the bottom of page 7 and read the column headings. Point out that 'daddy' has been written in the column headed 'He', and 'mommy' has been



written in the column headed ‘She’. Explain to students that they need to write the other family members in the correct columns.

3 Check answers as a class.



ACTIVITY BOOK page 7

1 Look and write. Then point and say

1 Help students to find page 7 in the Activity Book.
2 Point to each of the words at the top of the page as you read with the class.
3 Point out to students that some of the pictures on the page have already been labelled, but some have not. Ask students to write the correct label under each picture.
4 Check answers as a class.
5 Students work with a partner to point and say each of the family members.

Consolidation game

- Play *Sorting* (Games Bank, page 154) with the family and character flash cards (Adam, Dina, Youssef and Laila). Ask students to sort them into groups by gender.

Closing

- Hold up two family flash cards, e.g. *mommy and aunt*, and ask students to describe their relationship: *Mommy is aunt’s sister*. Repeat with other combinations of flash cards, or photographs of family members if students have brought them in.
- Explain that in the next lesson, they are going to talk more about their families.

LESSON 7 SB page 8 AB page 8

Objectives: To talk about different families
To use He and She
To elicit that families are different
To draw and write about families

Vocabulary: *parents*
Can you see my parents?
These are my (aunts).
I have (2 aunts).
He has (two sisters).

Language: *He has (two) (uncles).*

Materials: Student's Book, page 8
Activity Book, page 8
Digital Toolkit
Flash cards: Family
Coloring pencils or crayons for each student

Opener

- Play *Guess the picture* (Games Bank, page 153) with the family vocabulary.

Presentation

1 Use the Mommy and Daddy flash cards to present the word parents. Explain that the word is used to mean both Mommy and Daddy together.

STUDENT'S BOOK page 8

1 Look and read

1 Help students to find page 8.
2 Point to the pictures. Ask *What can you see?* and elicit the family members.
3 Point to the sentence under the first picture and help students to read it. Ask students to point to each of the family members in turn and say the words.
4 Repeat the procedure for the second sentence.

2 Count and say

1 Put students into pairs.



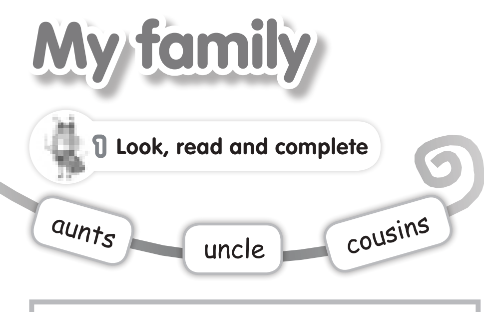
2 Tell students to take turns to point to a picture and tell their partner how many of a particular family member they can see.
3 Demonstrate by pointing to the first picture. Say *He has two uncles*.
4 Go around the classroom, monitoring and helping as necessary.
5 Choose a confident pair of students to repeat the task in front of the class.

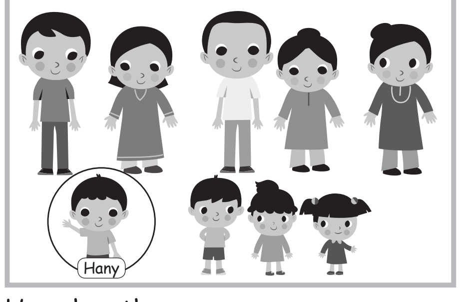


My family

Reading and writing Unit 1

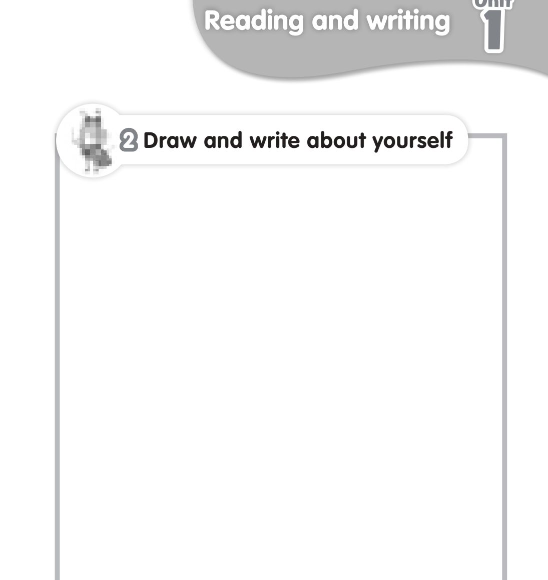
1 Look, read and complete





Hany has three aunts.
He has two sisters.
He has one uncle.

2 Draw and write about yourself



I have ______ aunt(s).
I have ______ uncle(s).
I have ______ cousin(s).

8

ACTIVITY BOOK page 8

1 Look, read and complete

1 Point to the first picture and ask students to point to the boy's parents. Then ask them to point to the boy's aunts. Ask students to count the number of aunts and then write the word aunts in the correct gap to complete the second sentence.
2 Tell students to count the number of uncles and the number of cousins and then write the words to complete the sentences.

2 Draw and write about yourself

1 Ask *How many aunts do you have?* Invite as many students as possible to tell you their answer. Help with vocabulary as necessary. Repeat, asking the students about their uncles and cousins.
2 Ask students to draw a picture of their own family in the frame and write the number of aunts, uncles and cousins to complete the sentences.

Fast finishers



- In pairs, students turn to their partner and read their sentences to them.
- Confident students can be invited to the front of the class to present their work to everyone.

Consolidation game

- Play a version of *Word whispers* (Games Bank, page 154) to review all known family members.

Closing

- Praise students for their work in this lesson. Talk about their families.
- Explain that in the next lesson, they are going to learn to talk about things they like.

Unit 1

LESSON 8 SB page 9 AB page 9

Objectives: To talk about what things other people like
To use *He* and *She* in context
To read about what someone likes

Vocabulary: *girl, boy*

Language: *He/She likes (cars).*

Materials: Student's Book, page 9
Activity Book, page 9
Digital Toolkit
Class CD
Flash cards: Toys; Colors; Animals
Relevant posters
Coloring pencils or crayons for each student
Pictures of boys and girls

Opener

- Play *Color spot* (Games Bank, page 152) to review toys, colors and animals.

Presentation

1 Remind students that we use *She* for girls and *He* for boys. Point to yourself and say *I'm a girl/boy*. Encourage students to do the same.
2 Look at the relevant poster with the class. Encourage students to find all the girls and all the boys in the picture.
3 Stick pictures of girls and boys on the board. Use calling sticks to choose a student to come to the board and point to all the girls. Choose another student to come to the board and point to all the boys.
4 Ask a student to tell you a color that they like. Use their answer to present the sentence *He/She likes (red)*. Ask another student to tell you an animal that they like. Use their answer to present the sentence *He/She likes (monkeys)*.

STUDENT'S BOOK page 9

1 Look, read and complete

1 Help students to find page 9. Point to the first picture and read *He likes cars*.
2 Put students into pairs. Ask them to read the sentences underneath pictures 2 and 3 to their partner.



3 Point to picture 2 and ask *He or she?* Elicit the answer *She*. Encourage students to write the word to complete the sentence. Use calling sticks to choose a student to read the completed sentence to the class.
4 Point to picture 3 and ask *He likes or she likes?* Elicit the answer *He likes*. Encourage students to write the words to complete the sentence. Use calling sticks to choose a student to read the completed sentence to the class.
5 Ask students to look at pictures 4, 5 and 6 write the words to complete the sentence. Use calling sticks to choose a student to read the completed sentences to the class.

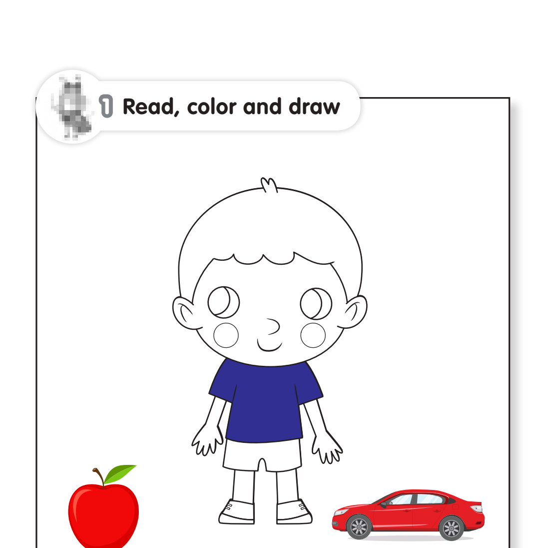
2 Point and say

1 Put students into pairs.
2 Tell students to take turns to point to a picture and tell their partner what the child likes.
3 Demonstrate by pointing at picture 1. Say *He likes cars*.
4 Go around the classroom, monitoring and helping as necessary.
5 Choose a confident pair of students to repeat the task in front of the class.

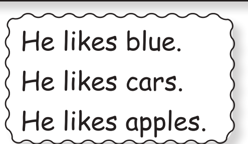


Reading Unit 1

1 Read, color and draw







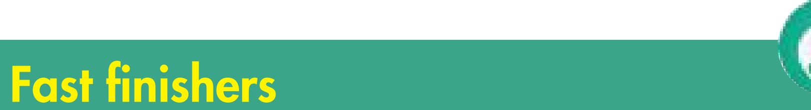
She likes green.
She likes teddy bears.
She likes salad.



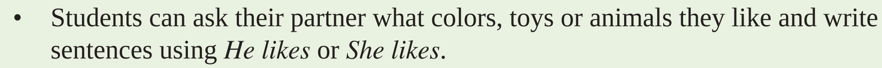
ACTIVITY BOOK page 9

1 Read, color and draw

1 Help students to find page 9 in the Activity Book.
2 Point to the first picture and ask *He or she?* Elicit the answer *He*.
3 Focus students' attention on the sentences under the picture. Read sentence 1 with the class and ask students to color the boy's T-shirt blue.
4 Read the second sentence in the same bubble with the class and ask them to draw a car next to the boy.
5 Ask students to do the same with the second picture.
6 Check answers as a class.



Fast finishers



- Students can ask their partner what colors, toys or animals they like and write sentences using *He likes* or *She likes*.
- Confident students can be invited to the front of the class to present their work to everyone.

Consolidation game

- Play *Catch and say (1)* (Games Bank, page 152). Ask students to name things of a certain color, or to name a favorite toy.

Closing

- Invite a student to the front of the class. Say a sentence about something the student likes, e.g. *She likes apples*. Ask the class to guess if the sentence is true or false. Ask the student to confirm. Repeat with other students and sentences.
- Explain that in the next lesson, they are going to learn some new letter sounds.

Unit 1

LESSON 9 SB page 10 AB page 10

Objectives: To identify and use the phonics sounds /k/ and /w/
To match pictures to words
To blend sounds, and read and trace words with *k* and *w*

Vocabulary: *kick, ink, book, water, windy, cow, web*

Materials: Student's Book, page 10
Activity Book, page 10
Class CD
Digital Toolkit
Flash cards: Toys; Colors; Animals
Phonics cards: k/kick, /w/ water
Pictures of girls and boys

Opener

- Write *He* and *She* on different parts of the board.
- Use calling sticks to choose students. Give each student a picture of a boy or a girl. Ask them to stick the picture near the correct word (pictures of women near She, etc.).
- Next to each picture of a girl or a boy, stick a toy, color or animal flash card. Point to one of the pairings and say, e.g. *She likes (green)*.
- Point to picture pairings at random and elicit sentences *He likes elephants*. *She likes robots*. etc.

Presentation – phonics sounds /k/ and /w/

1 Show the picture on the k/kick phonics card and ask *What can he do with the ball?* Elicit *kick*. Then say *kick*. Students repeat after you.
2 Show the letter on the phonics card and say /k/. Students repeat the sound /k/ with you.
3 Then show the picture on the card again and elicit *kick*.
4 Point to the letters, then the picture several times so that the students are saying /k/ … *kick* repeatedly.
5 Repeat the procedure with the w/water phonics card.
6 Ask students to say any other words they know with the sounds /k/ or /w/.

STUDENT'S BOOK page 10

1 Listen and repeat

1 Help students to find page 10. Point to the picture representing kick on the left-hand side of the page and say *What can he do with the ball?* Elicit *kick*.



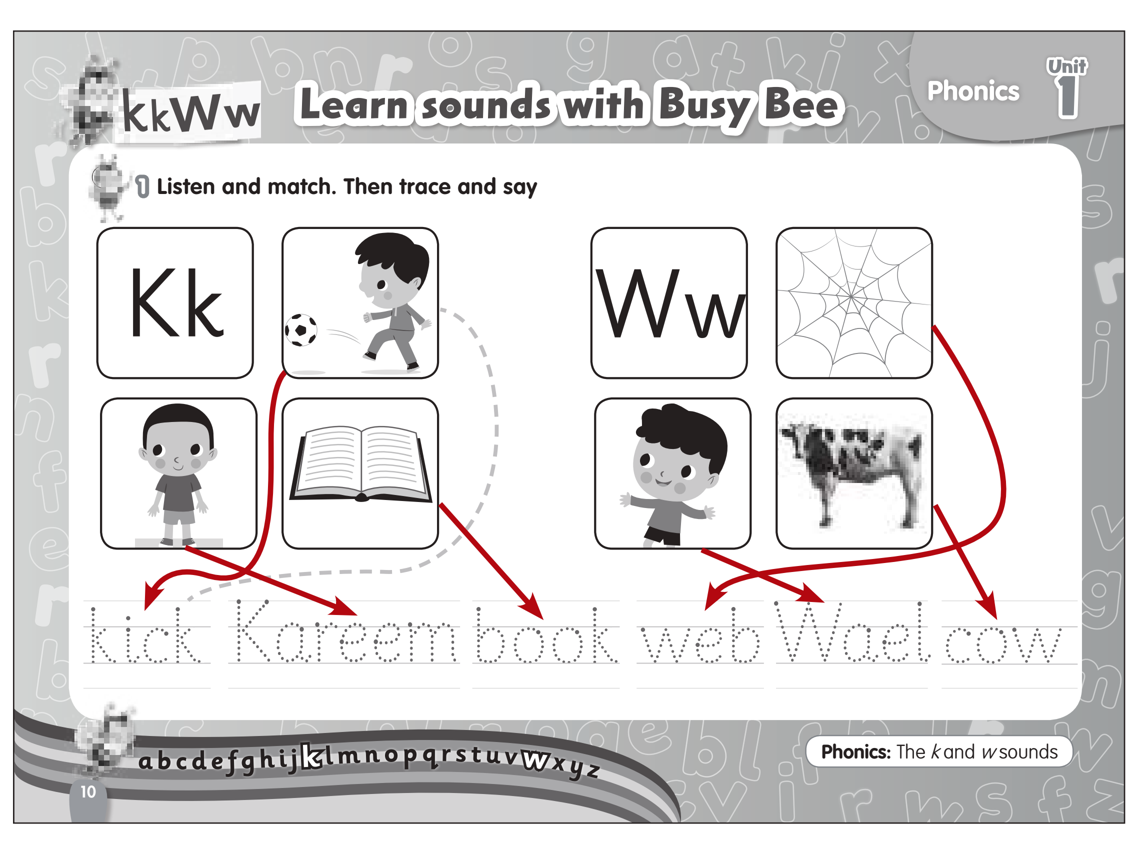
2 Then point to the sound /k/ on the page and say the sound /k/. Students repeat after you. Practice this several times.
3 Repeat the procedure for the sound /w/.
4 Say *Let's listen*.
5 Play the CD. Encourage students to listen and repeat the /k/ sound and the word, then the /w/ sound and the word.

Audioscript

/k/ kick
/w/ water

2 Look and circle k, w, K and W

1 Focus students' attention on the pictures and word labels on the right-hand side of the page. Point to each one in turn and say the word.
2 Point to the first picture and say *ink*, emphasising the final /k/ sound. Students repeat after you. Practice this several times.
3 Student draw a circle around the letter k in the word.



4 Get students to look at the pictures again. Ask them if they can see any other things beginning with *k*. Put students in pairs to do this and then do the same with *w*.
5 Check all can do this and give extra help to any pairs who find it hard.
6 Then ask them to find a small *k* and a big *K*. Then do the same with *w* and *W*. If necessary, remind students about the letter shapes with the letters on the board.
7 Tell students that names always start with a big (capital) letter. Point at *Kareem* and *Wael* to help them understand the concept.
8 Repeat the procedure for the other words, giving students time to circle the target letters.



ACTIVITY BOOK page 10

1 Listen and match. Then trace and say

1 Help students to find page 10 in the Activity Book.
2 Point to the large letters k/K on the left-hand side of the page and elicit the sound. Then point to the large letter w and elicit the sound.
3 Focus students' attention on the word labels at the bottom of the page. Tell students they are going to hear the words and they should draw lines to match each picture with the correct word.
4 Say *Let's listen*.
5 Play the CD, pausing after each word to give students time to draw lines from each picture to the correct word.
6 Check answers as a class.
7 Demonstrate how to form the letters k/K and w/W correctly on the board, then ask students to trace over each of the words first with a finger then with a pencil. Students then read the words to their shoulder partner.

Audioscript

kick
Kareem
book
web
Wael
cow

Consolidation game

- Play *Tracing letters* (Games Bank, page 154) with the known phonics sounds.

Closing

- Praise students for their work in this lesson.
- Explain that in the next lesson, they are going to practice writing the new letters.

LESSON 10 SB page 11 AB page 11

Objectives: To identify and use the phonics sounds /k/ and /w/
To trace and write the letters *k* and *w*
To blend sounds, and read and write words with *k* and *w*

Vocabulary: *web, winter, kiss, monkey, wet*

Language: *The (police station) is on the (right).*

Materials: Student's Book, page 11
Activity Book, page 11
Class CD
Digital Toolkit
Phonics cards: k/kick, /w/ water
A pencil for each student

Opener

- Review the /k/ and /w/ sounds using the flash cards. Ask students to say any other words or n they remember with the sounds. Praise all correct answers.

STUDENT'S BOOK page 11

1 Look, trace and write

1 Help students to find page 11.
2 Point to the first letter. Say *What is it?* Elicit *k*. Say /k/ and ask students to repeat. Repeat the procedure with *K*, *w* and *W*.
3 Demonstrate how to form the letters *k* and *w* correctly on the board then ask students to trace the letters in their book.
4 Go around the classroom, monitoring and helping as necessary.
5 Students write one more example of each letter formation in their book.

2 Listen, look and complete

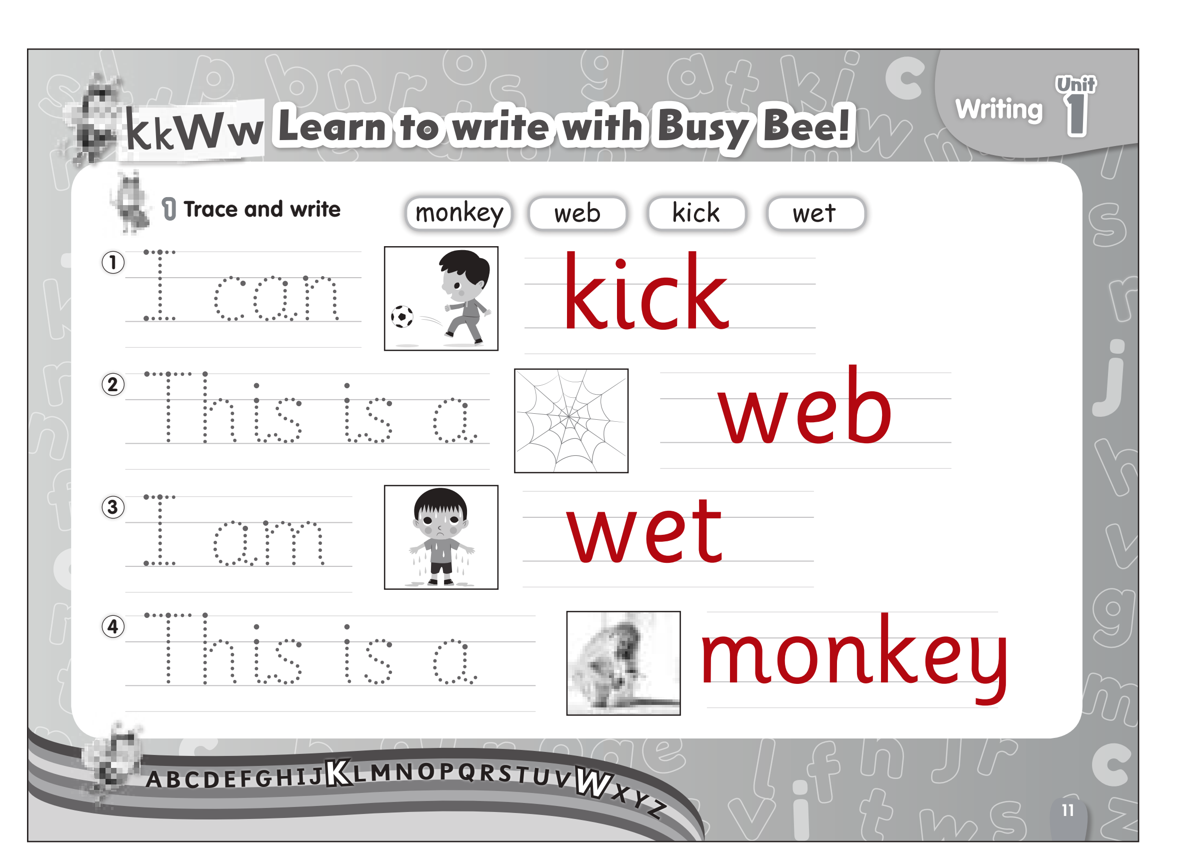
1 Focus students' attention on the pictures at the bottom of the page. Tell students they are going to hear the words, and they should listen carefully for the /k/ and /w/ sounds.
2 Play the CD, pausing after each word to give students time to write the correct letter to complete the word under the picture.
3 Make sure students are using the lowercase letters in the correct place.
4 Encourage students to check their answers in groups.



Audioscript

1 *web*
2 *winter*
3 *kiss*
4 *monkey*







ACTIVITY BOOK page 11

1 Trace and write

1 Help students to find page 11 in the Activity Book.
2 Focus students' attention on the word labels at the top of the page. Point to each one in turn and elicit the word.
3 Point to the first sentence and picture and read *I can…* Elicit the answer *kick* and encourage students to write the word in the space.
4 Ask students to work with their shoulder partners to complete the rest of the exercise.
5 Go around the classroom, monitoring and helping as necessary.



Fast finishers

- Put all the phonics flash cards taught so far on a table. Students practice pointing to and saying the words and letter sounds for the flash cards.

Consolidation game

- Play *Pass the letter* (Games Bank, page 153) with all the known phonics sounds.

Closing

- Praise students for their work on handwriting in this lesson.
- Explain that in the next lesson, they are going to learn healthy and unhealthy activities.

LESSON 11 SB page 12 AB page 12

Objectives: To identify activities that are healthy
To identify activities that are not healthy
To sort activities into healthy and not healthy

Vocabulary: *healthy, not healthy*

Language: *This is healthy. This is not healthy.*

Materials: Student's Book, page 12
Activity Book, page 12
Class CD
Digital Toolkit
Flash cards: Activities
Red and green pencils or crayons for each student
Unit 1 cut-outs, Activity Book, page 83
Glue

Opener

- Play *Mime it* (Games Bank, page 153) with the activities vocabulary.
- Play the song from Lesson 4 on the CD again to review the activities vocabulary.

Presentation

1 Ask students to tell you about the activities they like to do when they are outside. Give prompts, such as climbing. Explain that activities that make us move, such as running, playing football and skipping, are healthy: they are good for us and help our minds and bodies to stay strong and well. Say the word healthy again. Students repeat several times chorally and individually.

2 Ask students if they play computer games or use a smartphone. Explain that sitting down and doing these activities for too long or too often is not healthy and can make us feel unwell and unhappy. Do not single out individual students as participating in activities that are not healthy.

STUDENT'S BOOK page 12

1 Look and circle

1 Help students to find page 12.
2 Ask students *What can you see in the picture?* Encourage students to name as many

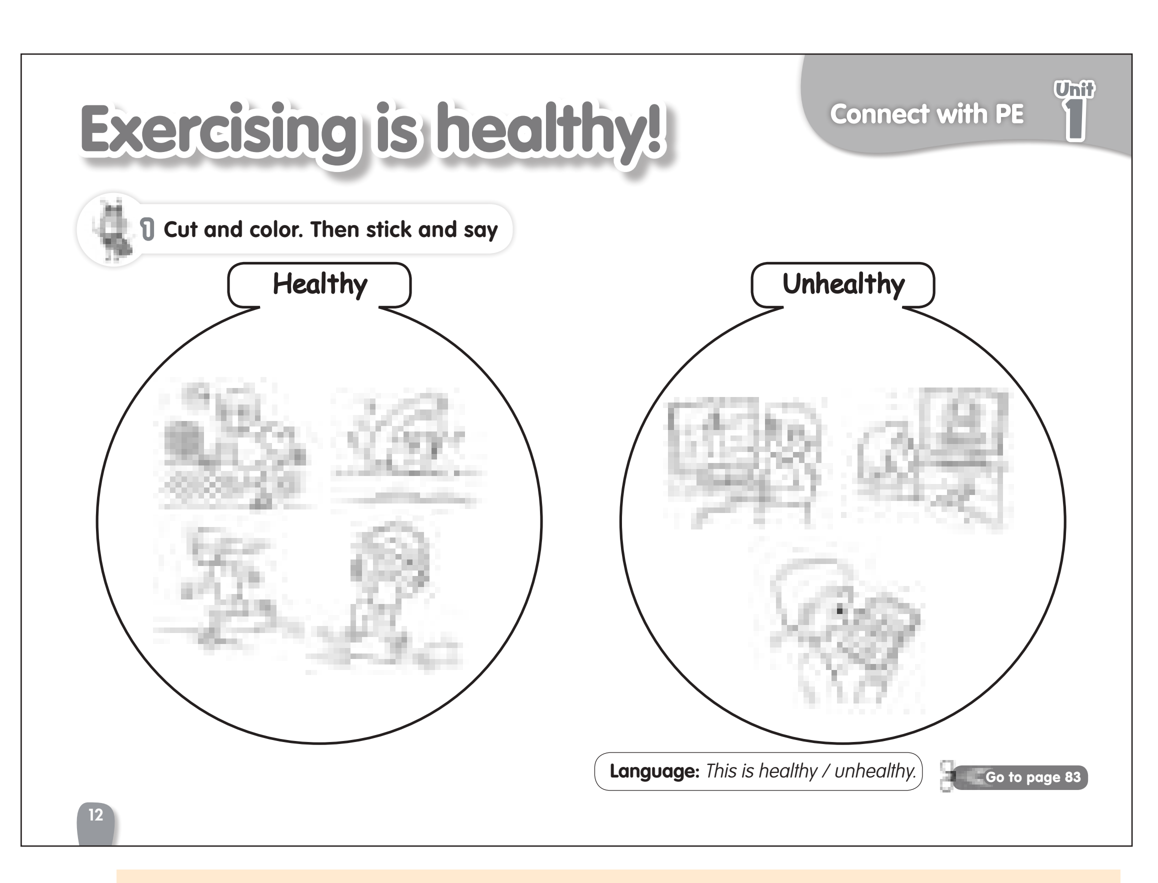


activities and other items as they can in the picture. Praise all correct answers.
3 Focus students' attention on the words healthy and not healthy at the top of the page. Ask students to name the colors.
4 Tell students to work in groups of three or four. Tell them that they are going to look at the picture and draw a green circle around the children doing healthy activities, and a red circle around the children doing activities that are not healthy. Circle the children playing football with the class as an example.
5 Check understanding then ask students to continue the exercise in the same way with their group members.

2 Point and say

1 Ask students to take turns to point to a child in the picture and tell their group whether the activity they are doing is healthy or not healthy.







ACTIVITY BOOK **page 12**

1 Cut and color. Then stick and say

1. Help students to find page 12 in the Activity Book. Point to each of the circles and read the words healthy and not healthy.
2. Help each student find the Unit 1 cut-outs at the back of the Activity Book. First, students color in their cut-out cards. Then they cut out and separate the cards.
3. Tell students to work in groups of three or four. Ask them to take turns to point to a cut-out and tell their group what it is. The group should discuss whether the activity is healthy or not healthy, then stick their own cut-out into their book.
4. Go around the classroom, monitoring and helping as necessary, ensuring that students are joining in and taking turns.

Fast finishers



- Students can work in pairs to think of other activities that could be considered healthy or not healthy and draw pictures to add to their books.

Consolidation game

- Give each group two copies of the Unit 1 cut-outs to play Pelmanism with, encouraging students to say what the activity is as they reveal it, and whether it is healthy or not.

Closing

- Discuss with students what they do that is healthy and unhealthy.
- Explain that in the next lesson, they are going to talk about similarities and differences.

Unit 1

LESSON 12 SB page 13 AB page 13

Objectives: To identify things that are the same
To identify things that are different
To find differences between similar pictures
To respect diversity and appreciate differences

Vocabulary: *same, different*

Materials: Student's Book, page 13
Activity Book, page 13
Digital Toolkit
A pencil for each student
Relevant posters
Optional: two sets of sentences on strips of paper for the consolidation game

Opener

- Play *Catch and say (1)* (Games Bank, page 152) with the family vocabulary.

Presentation

1 Use calling sticks to choose two students of the same age to come to the front of the class. Ask them to say how old they are. Say *He is six. And he is six. They are the same*. Say the word *same* again. Students repeat several times chorally and individually.

2 Now ask one of the students to sit down. Ask the remaining student to say how old they are again, then say *how old you are*. Say *He is six. I am 28. We are different*. Say the word *different* again. Students repeat several times chorally and individually.

3 Look at the relevant posters with the class and identify similarities and differences within the picture.

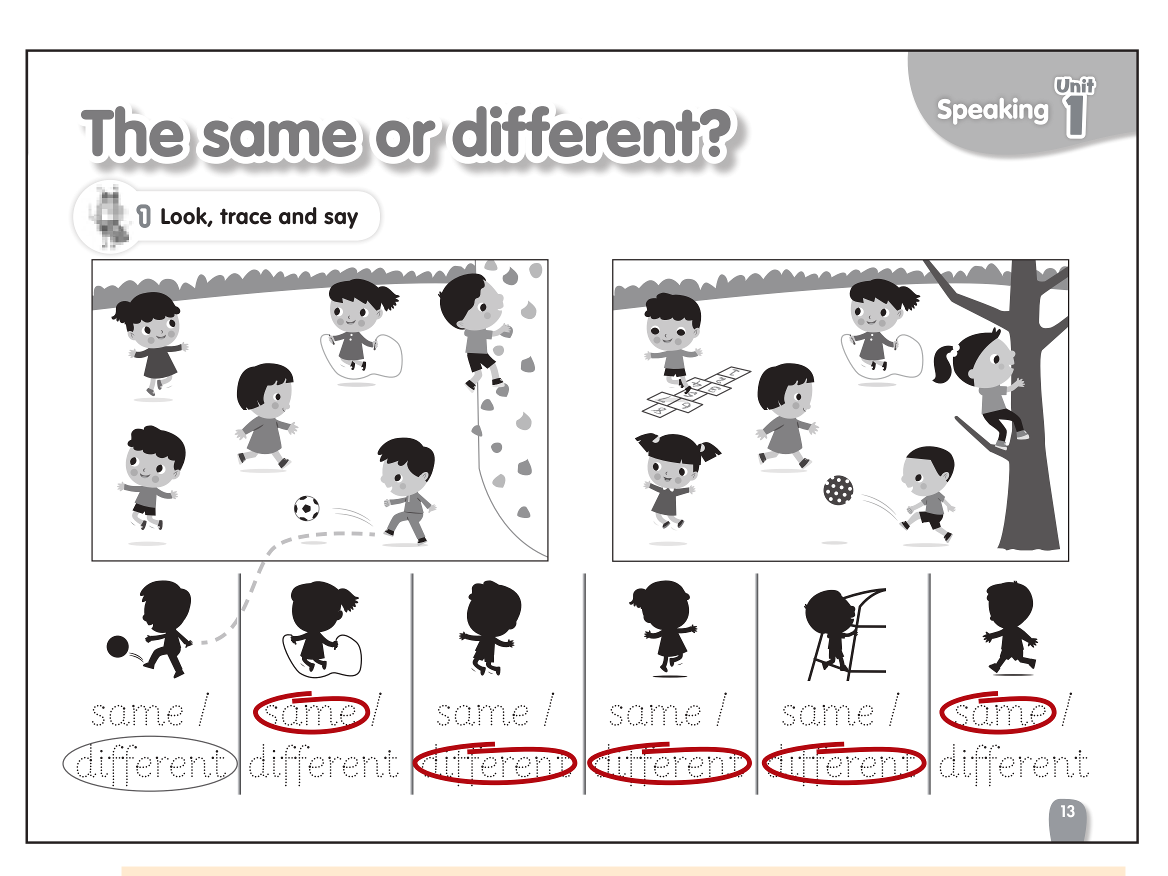
4 Ask students to find someone in the class who has the same number of brothers or sisters as they do and move to sit next to them. Choose one pair to say how many brothers they have: *I have one brother. I have one brother*. Say *same!* Then ask students to find someone in the class who has a different number of brothers or sisters to them. Choose one pair to say how many brothers they have: *I have two brothers. I have one sister*. Say *different!* Continue the game, encouraging students to pair up with other people who like the same thing as them, or who can do the same activity as them, and then to pair up with people who feel differently.



STUDENT'S BOOK page 13

1 Read and circle

1 Help students to find page 13. Point to the first picture and read the text in the speech bubbles. Ask students *Same or different?* Encourage students to draw a circle around the word same underneath the picture.
2 Ask students to work with their shoulder partners to complete the rest of the exercise.
3 Go around the classroom, monitoring and helping as necessary.
4 Check answers as a class.
5 Discuss with the class how the children are all different, but are all important.





ACTIVITY BOOK page 13

1 Look, trace and say

1 Help students to find page 13 in the Activity Book.
2 Ask students *What can you see in the pictures?* Encourage students to name as many activities and other items as they can in the pictures. Praise all correct answers.
3 Focus students' attention on the silhouettes at the bottom of the page. Point to each one in turn and elicit the activity. Ask students to find a child kicking in each of the larger pictures. Ask *Same or different?* Elicit the answer different and give students the opportunity to say what is different about the children (different clothes, different ball). Students circle the word different under the silhouette at the bottom of the page.
4 Tell students to work in groups of three or four. Ask them to take turns to find a silhouetted activity within the two larger pictures and say whether the children carrying out the activity are the same or different, circling the correct word.
5 Go around the classroom, monitoring and helping as necessary, ensuring that students are joining in and taking turns.
6 Check answers as a class.

Fast finishers



- Students can work in pairs to talk about their own likes and the activities they can do, noting whether they are the same or different.

Consolidation game

- Play *Find someone who…* . Before the lesson, prepare two sets of identical sentences such as *I can hop. I like green. I have three cousins*. and cut them out. Give each student a sentence, and ask them to move around the class reading and saying their sentence until they find the person whose sentence is the same, when they can call out *Same!* and sit down.

Closing

- Get two students to stand up, and ask them *How old are you?* They say their ages. Point to the class and ask *Same or different?* Get the students to answer.
- Explain that in the next lesson, they are going to read a story.

LESSON 13 SB pages 14 –17 AB pages 14 –15

Objectives: To listen and follow a picture story
To say what happens next in a story
To work together in groups
To find solutions to a problem they face
To draw simple instructions for a game or activity

Vocabulary: *Aunt, Uncle, Cousin, hurt, kick, climb, rope*

Life skills: Problem solving, empathy

Language: *He can… /He can't…*

Materials: Student's Book, pages 14-17
Activity Book, pages 14-15
Class CD
Digital Toolkit
Flash cards: Family; Activities
Colored pencils or crayons for each child
A pencil for each student

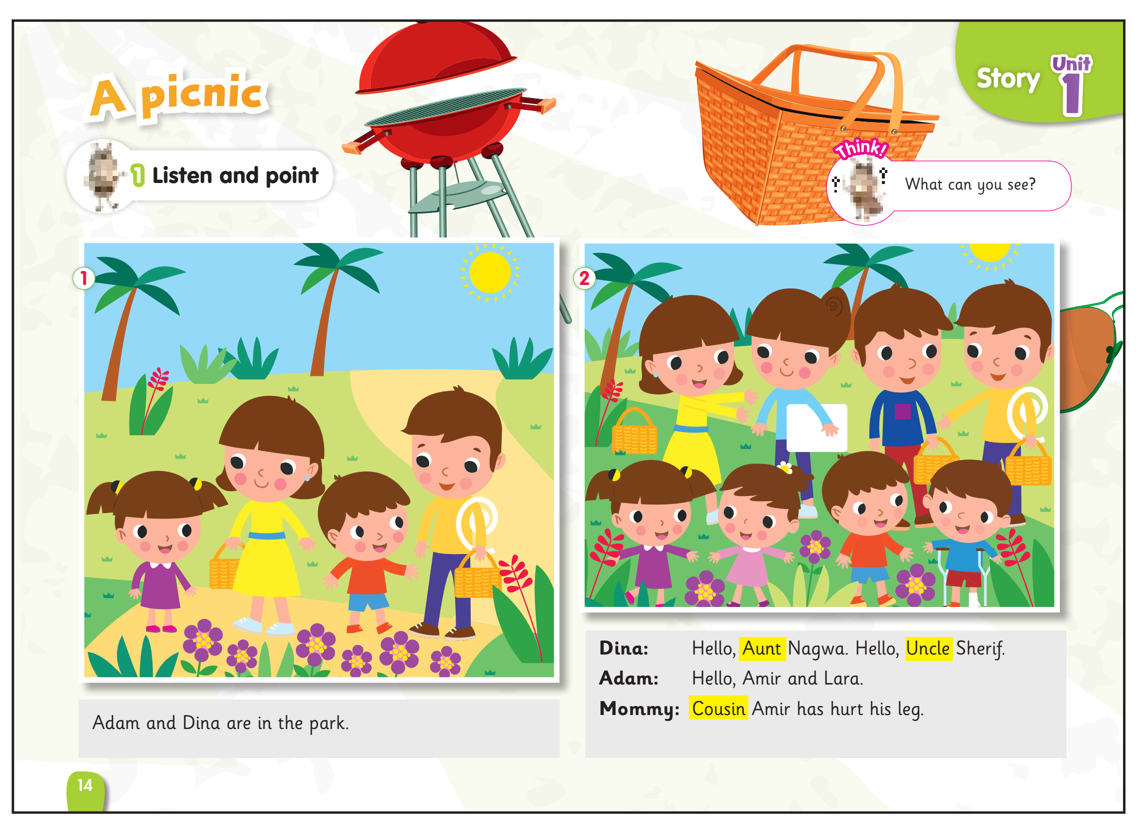
Opener

- Revise the vocabulary for family and activities using the flash cards.

STUDENT'S BOOK pages 14 –17

1  Listen and point

1 Help students to find page 14. Look at the story frames with the class. Ask them what and who they can see in the pictures by pointing to the characters and items and saying *Who / What is this?*
2 Point to frame 1. Can the students guess where Adam and Dina are? (in the park) Why do they think this?
3 Look at frame 2 with the class. Can the students guess who Adam and Dina have seen in the park? (aunt, uncle, cousins) Ask *What can you see?* (the boy is hurt)
4 Point to frame 3. Can the students guess what the children are doing? (kicking a ball, playing with a phone, having a picnic)
5 Look at frame 4 with the class. Can the students guess what the children want to do? (climb rocks)
6 Discuss why Adam and Dina's cousin is unhappy. Encourage students to think about how important it is to make sure that everyone who wants to can join in with games and activities.



7 Point to frame 5. Can the students guess what the children are doing? (thinking of something to do together) Why do they want to find a new activity? (so that their cousin can join in)
8 Play the CD from frames 1-5. Students listen and point to each frame.
9 After the end of frame 5, pause the CD. Read Busy Bee's speech bubble. Elicit the answer (jump rope).
10 Read the question in the *Think!* box with the class. Explain that we should always try to include people in our games and activities, regardless of their ability. We might need to change what we are doing so that everyone can join in. Discuss the student's answers.
11 As students to predict what will happen next in the story.
12 Continue playing the story.
13 Play the story again. Students listen, point to each frame and join in with any words they can.





Audioscript

Narrator: *A picnic*
1
Narrator: *Adam and Dina are in the park.*

2
Dina: *Hello, Aunt Nagwa. Hello, Uncle Sherif.*
Adam: *Hello, Amir and Lara.*
Mommy: *Cousin Amir has hurt his leg.*

3
Dina: *Let's play with the ball.*
Adam: *Yes, we can kick the ball.*
Lara: *This is fun!*

4
Adam: *Let's climb the rocks.*
Lara: *Yes, let's climb the rocks.*

5
Dina: *Daddy, we want to play with Amir.*
Adam: *He can't run and he can't climb.*

6
Mommy: *The cousins can play together.*
Dina: *He likes turning the rope.*
Amir: *This is fun!*



Unit 1

Consolidation game

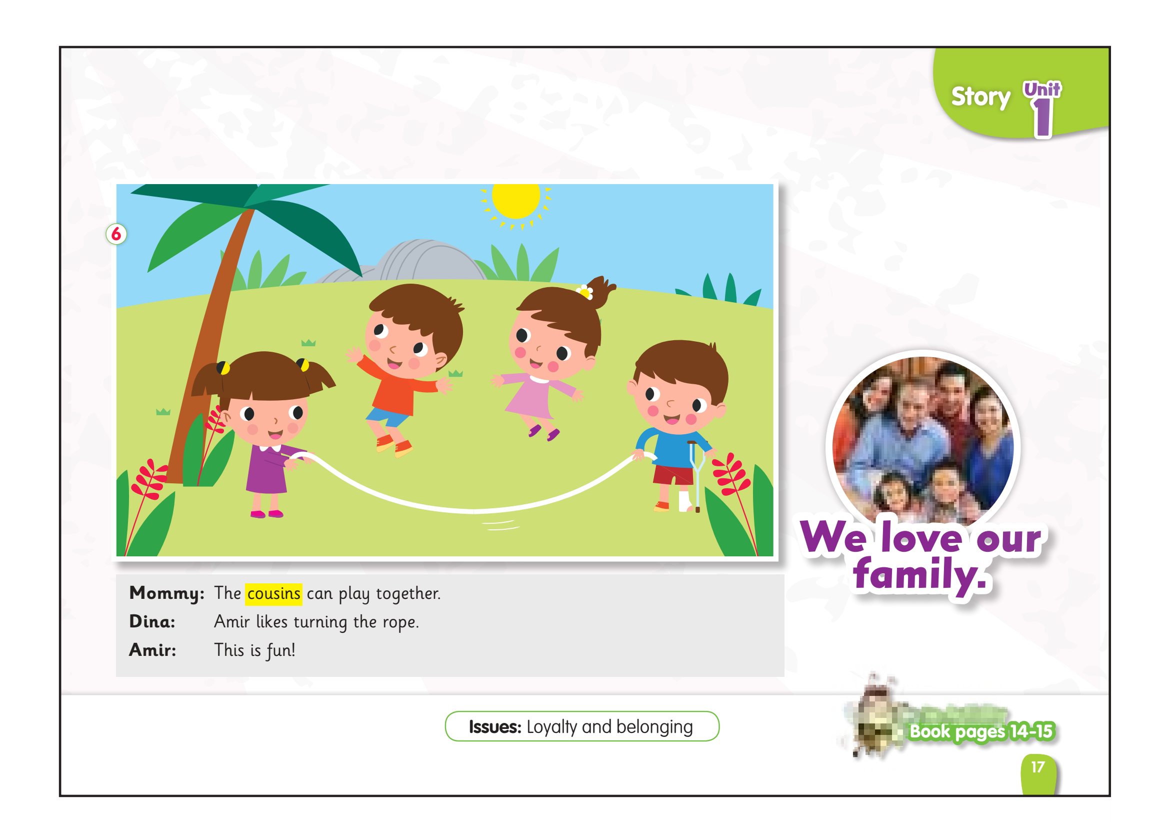
- Help students to get into six groups. Allocate each group a frame from the story to act out. Circulate, making sure that students know who is speaking in each frame and what they are saying.
- Gather the whole class together to act out their frames in order.

We love our family.

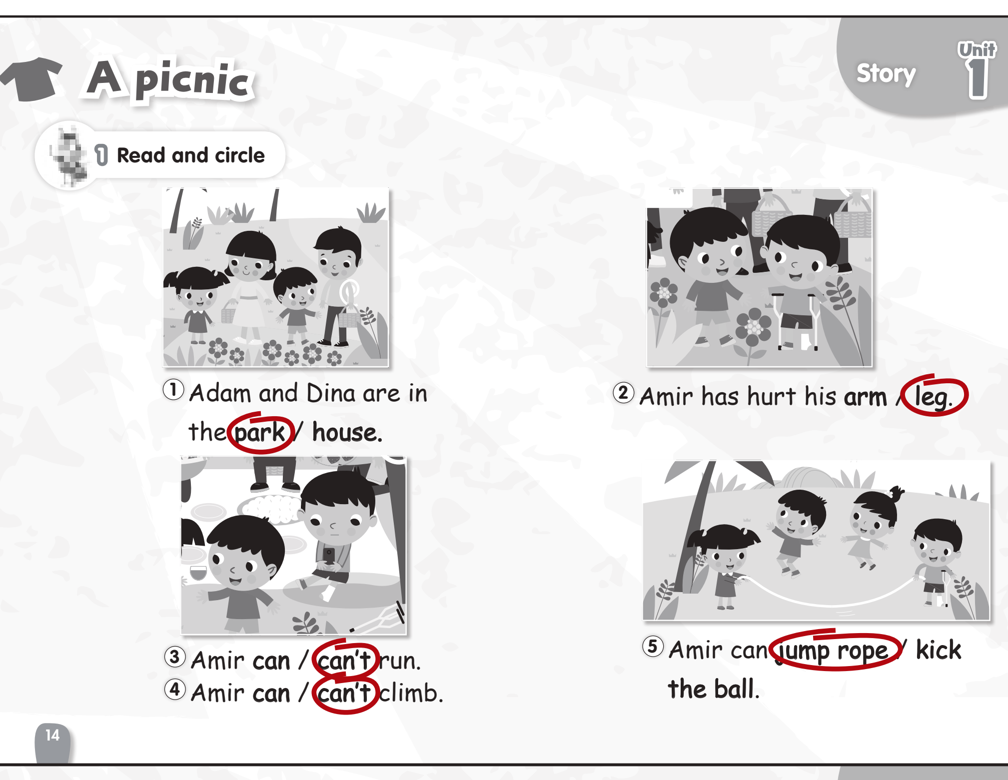
- Help students to find page 17. Look at the photograph with the class. Ask *What can you see?* (a family)
- Discuss how we can look after our family members. Accept all reasonable answers. Explain that we should try to be kind and considerate towards others, including members of our family.
- Ask students to tell you about a time that they looked after a family member.

Class activity

- Help students to get into groups of three or four. Ask students to think of a game that they like to play or even to invent a new game. Now ask them to imagine that they are going to teach the game to some children younger than them. What might they need to change so that younger children can play the game? Would they need to use different equipment, or to play the game more slowly?
- Students work together to draw some simple instructions for their adapted game, which they can then present to the rest of the class.
- If possible, take students into a class of younger children and ask them to teach the children their game.









ACTIVITY BOOK page 14

1 Read and circle

1 Help students to find page 14 in the Activity Book.
2 Ask students to read each sentence and choose the best word to complete it. Complete sentence 1 with the class as an example.
3 Play the CD again, pausing after each frame to allow students to check their answers.

ACTIVITY BOOK page 15

1 How does Amir feel? Look, color and trace

1 Help students to find page 15 in the Activity Book.
2 Ask students to make a happy face. Ask students to make a sad face.
3 Point to the first picture of Amir. Ask *Happy or sad?* Elicit the answer *sad*. Ask students to trace the word sad and color the face.
4 Continue in the same way with each picture.

Class activity (optional)

- Go outside into the playground. Help students to get into small groups and assign each group an activity. Choose one student in each group to play the part of Amir, with a broken leg and a sad face. The rest of the group must think of a way to adapt their activity so that 'Amir' can join in.
- Encourage students to talk in English as much as possible.

Consolidation game

- Play *Mime it* (Games Bank, page 153) to revise activities.

Closing

- Bring two pictures to the class: one of a group of people (preferably a family) and the other with a different group of people sitting down together. You can draw the pictures if you cannot find read-made ones. As students to look and each picture and ask *Happy or sad?* Elicit *Happy* and ask students to tell you why they look happy. Encourage all guesses.
- Explain that in the next lesson, they are going to do a project.

LESSON 14 SB page 18 AB page 16

Objectives: To work on a project to make and play with an action spinner

Vocabulary: *hop, skip, kick, swim, jump, run, climb*

Language: *I can hop. I can climb.*

Materials: Student's Book, page 18
Activity Book, page 16
Class CD
Digital Toolkit
Flash cards: Activities
Relevant posters
Unit 1 cut-outs, Student's Book, page 97
Colored pencils or crayons for each student
A completed action spinner to show the class if possible

Opener

- Ask students to tell you about the story. Which family members are at the picnic? What did Adam, Dina and Lara want to do? Why couldn't Amir kick the ball or climb rocks? What activity could the children do together? Praise all correct answers.
- Revise the activities vocabulary using the flash cards or the unit poster.

STUDENT'S BOOK page 18

1 Make an action spinner

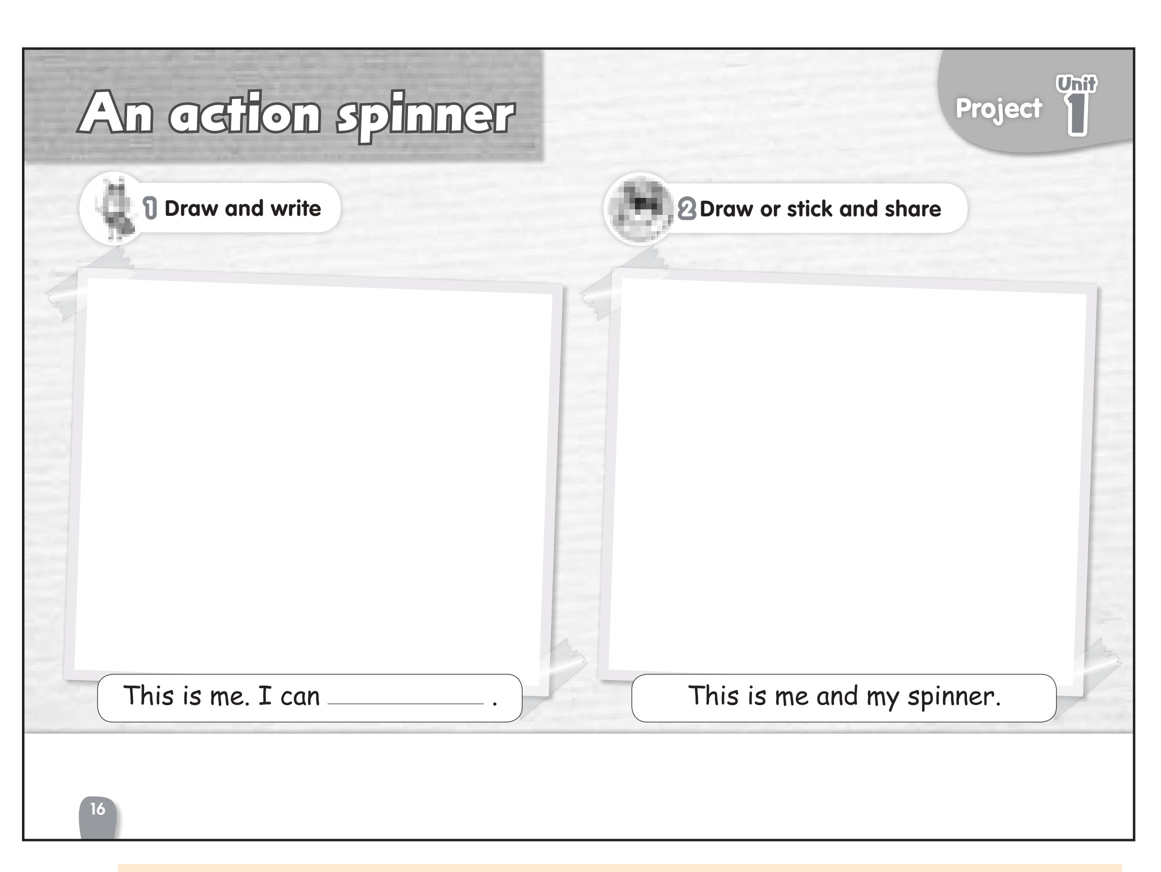
1 If you have made an action spinner, show this to the class. Say *This is an action spinner.* Make sure each student has seen it properly by taking it around the class.
2 Help students to find page 18. Look at the pictures with the class. Say *Look! The children are making an action spinner. Here are the materials. They are cutting the spinners out and coloring them. They write on the words and then use a pencil to make it spin.*
3 Explain to the class that they are going to make their own action spinner, following the instructions in the pictures. Say *Now you try*!
4 Help each student find the Unit 1 cut-outs.
5 First students cut out their spinners. Then they color the spinners and write the correct words under each picture.
6 Help each student to push a pencil through the center of their spinner and show them how to twirl the pencil to make the spinner spin and land on a particular activity.



7 Monitor students' work. Ensure that they clean and tidy up when they finish.

2 Look and say

1 Put students into pairs. Tell them to take turns spinning their spinners and miming the activity that it lands on. Their partner then says what the activity is, e.g. *I can climb.*
2 Ensure that students are taking turns.
3 Praise their work *Well done, everyone! Great action spinners. I saw good coloring and good turn-taking.*





ACTIVITY BOOK page 16

1 Draw and write

1 Help students to find page 16 in the Activity Book. Point to the empty space and ask students to draw themselves doing their favorite action.
2 Ask students to complete the sentence under their drawing with the correct action word.
3 Ask a confident student to come to the front of the class, show his/her drawing and say the sentence.
4 Encourage other students to do the same with their shoulder partners.
5 Go around the classroom, monitoring and helping as necessary.

2 Draw or stick and share

1 Students can draw a picture or stick in a photo of them and a friend playing with their completed action spinner. They can present their photos to the class, saying *This is me and my friend playing with my action spinner.*



Fast finishers

- In pairs, students play with their action spinners, but this time using the third person, e.g. *He can climb*.

Consolidation game

- Play *What's missing* (Games Bank, page 154) with the activities flash cards.

Closing

- Thank students for their work in the unit. Ask them to help you write what they learned in the unit. Help students to remember by miming some actions like hopping, jumping, etc. Remind them of some words with the letter sounds /k/ and /w/, etc.
- Explain that in the next lesson, they are going to talk about their favorite animal.

For next lesson:

- Ask students to bring in their favorite animal toy or a picture of their favorite animal.

Unit 1

LESSON 15 SB page 19 AB page 17

Objectives: To revise the unit language
To talk about favorite animals

Vocabulary: *hop, skip, kick, swim, jump, run, climb; aunt, uncle, cousin*

Language: *My favorite animal is (the monkey).*

Materials: Student's Book, page 19
Activity Book, page 17
Digital Toolkit
Flash cards: Family; Activities
Relevant posters
Colored pencils or crayons for each student
Students' action spinners from Lesson 14
Students' animal toys or animal pictures
Optional: Photographs of students playing with their action spinners

Opener

- Look at the action spinners that the students made in Lesson 14 together, and talk about them as a class. Say *What great action spinners! I can see a child hopping*.
- Ask students what they can remember from this unit. Say *What can you remember?* Look at the flash cards and posters together again and revise the unit vocabulary.

STUDENT'S BOOK page 19

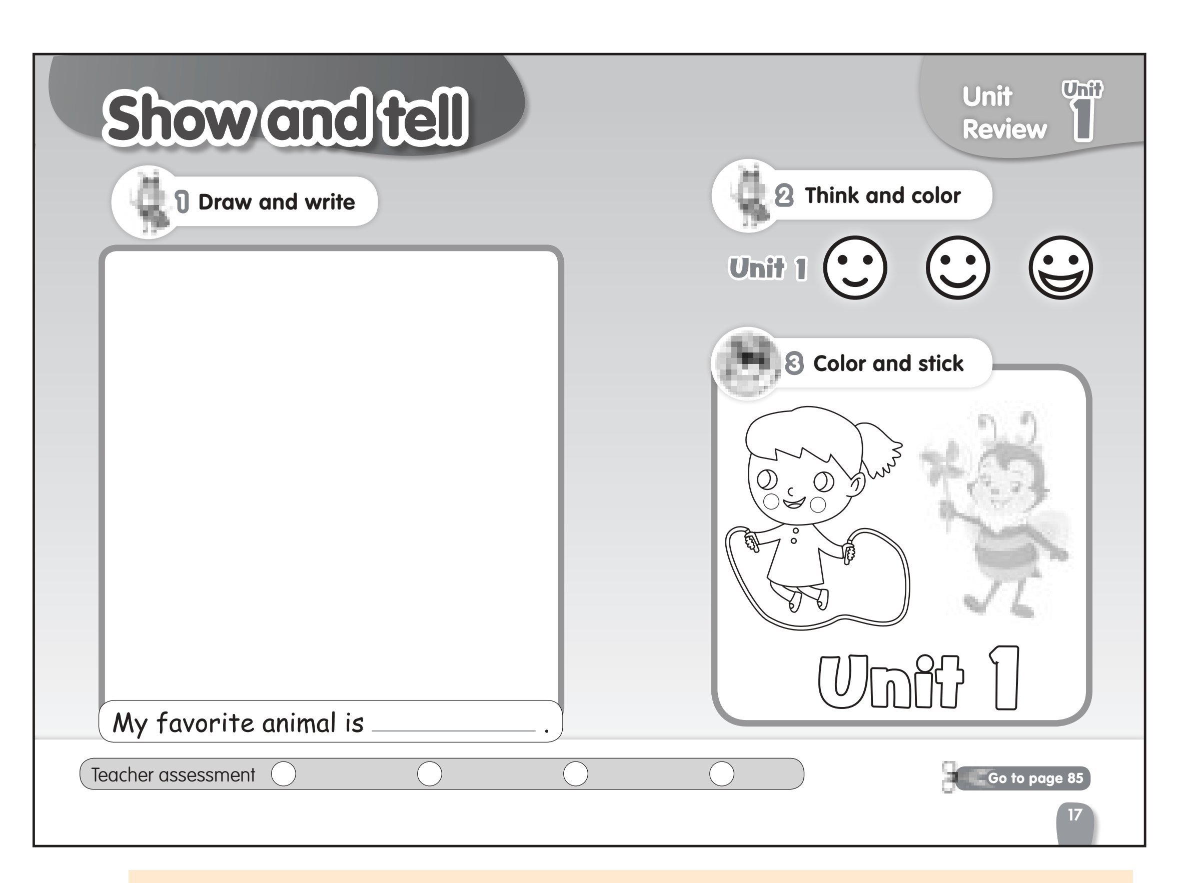
1 Show and tell

1 Help students to find page 19. Look at the page with the class, and explain that the children in the picture are talking about their favorite animals.
2 Use calling sticks to choose students to read the language sentence.
3 Ask all students to put their animal toys or animal pictures on your desk.
4 Say *Let's say*. Pick one of the toys or pictures and invite the student who brought it to the front to talk about it.
5 Students use the language sentence along with any other vocabulary they can use to describe the animal.
6 Encourage students to use the words and phrases they have learned. Make sure everyone joins in.
7 Praise all good work.



2 Look and color

1 This is a self-assessment activity. Students look at the categories: *Vocabulary* (for the new words for activities and family members), *Life skills* (if they understand that families are different), *Problem-solving* (for their understanding of the problem in the story), *Phonics* (they know the phonics sounds /k/ and /w/), and *Project* (for their action spinner).
2 For each category, students draw a smile on the face next to the pictures and color it if they feel they have understood the section.





ACTIVITY BOOK page 17

1 Draw and write

1 Help students to find page 17 in the Activity Book. Point to the empty space and ask students to draw a picture of their favorite animal.
2 Ask students to complete the sentence under their drawing with the correct animal word. Go around the classroom, monitoring and helping as necessary.
3 Ask a confident student to come to the front of the class, show his/her drawing and say the sentence.
4 Encourage other students to do the same with their shoulder partners.

2 Think and color

1 This is a self-assessment activity. Students reflect on the unit and decide how well they have understood it. They choose the correct face and color it in. They could use the *Look and color* activity on Student's Book page 19, to help them decide.
2 Go around the classroom and guide students as they work.



3 Color and stick

1 Students color the girl jumping rope and the unit number.
2 Help the students find the Unit 1 cut-outs at the back of the Activity Book (page 85). Students find the correct bee figure, cut it out and stick it in the correct place on the page.
3 See the notes on page xix for guidance on how to complete the Teacher assessment at the bottom of the page.

Fast finishers

- Ask students to look back at Unit 1 in their Student's Book with a partner, pointing to and saying as many words as they can.

Consolidation game

- Play *Point to the card* (Games Bank, page 153) with the unit vocabulary.

Closing

- Mime that you have a stomachache or pretend that you are ill. Ask students to tell you what to do. Elicit the word *doctor*.
- Explain that in the next lesson, they are going to learn about different jobs.

Unit 2

LESSON 1 SB page 20 AB page 18

Objectives: To identify vocabulary for different jobs

Vocabulary: *author, farmer, baker, scientist, firefighter, doctor*

Language: *There is (a baker). The is (an author). There are (2 farmers).*

Materials: Student's Book, page 20
Activity Book, page 18
Class CD
Digital Toolkit
Flash cards: author, farmer, baker, scientist, firefighter, doctor
Relevant posters
Colored pencils or crayons for each student

Opener

- Use the relevant posters to review family members and activities.

Presentation

1 Use flash cards to present and practice the new activity words: *author, farmer, baker, scientist, firefighter and doctor.*
2 Point to the author picture and say *author*. Students repeat several times chorally and then individually.
3 Repeat the procedure for the other jobs.
4 Then point to each job in turn and ask *What job?* Vary the order you point to the jobs.
5 You can also practice the new words using the relevant poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster and ask *What job?* Help the student to say the word and mime carrying out the job.
6 Play *Go to the card (1)* (Games Bank, page 152) to practice the words.



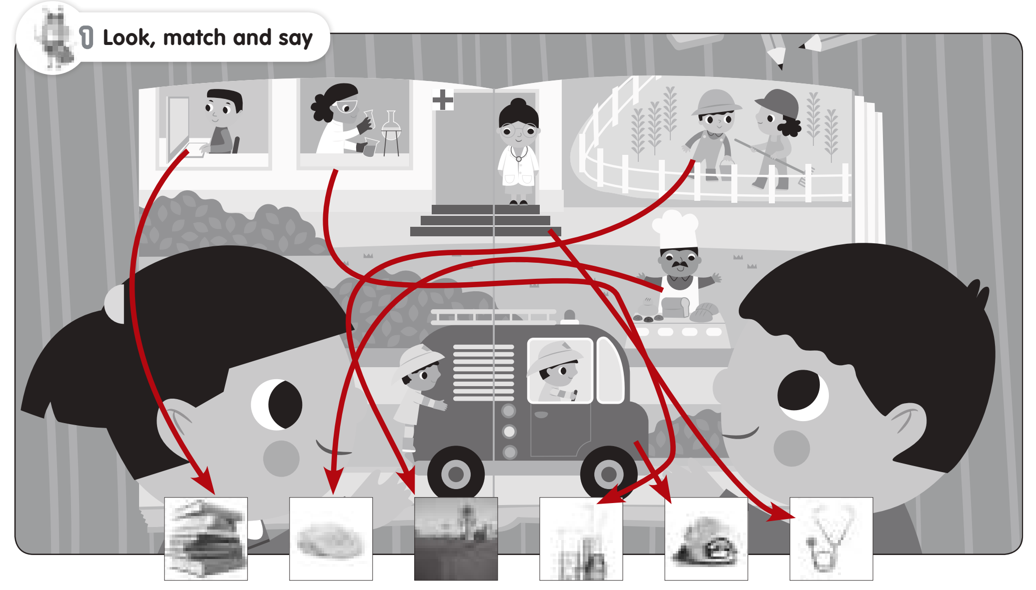
STUDENT'S BOOK page 20

1  Listen and find

1 Help students to find page 20. Ask students *What can you see in the picture?* Encourage students to name the jobs and to name as many other items as they can in the picture.
2 As a student names a job, ask them *He or she?* As a student names an object, ask them *What color is it?* or *How many are there?* Praise all correct answers.
3 Then say *Now listen*. Play the CD, pausing after each statement for students to find the correct person in the picture and point to it. Encourage them to hold up their books, point to the picture and repeat the word.







18

Audioscript

Adam: *What can you see?*
Dina: *I can see a baker.*
Adam: *There is a doctor.*
Dina: *There is a scientist.*
Adam: *There is an author.*
Dina: *There are 2 farmers.*
Adam: *There are 2 firefighters.*



ACTIVITY BOOK page 18

1 Look, match and say

1 Help students to find page 18 in the Activity Book.
2 Focus students' attention on the small pictures at the bottom of the page. Use calling sticks to choose students to name each of the jobs associated with the items in the small pictures.
3 Ask students to tell you the jobs they can see in the big picture.
4 Put students into pairs. Tell the students that they are going to match the small pictures with the people in the big picture. Point to the picture of the pile of books and show students how to trace a line with their finger from the books to the author in the big picture. Say *There is an author*. Encourage students to repeat the sentence as a class.
5 Say *Now color*. Students color the books.
6 Check understanding then ask students to continue the exercise in the same way with their partner.
7 Go around the classroom, monitoring and helping as necessary.

Consolidation game

- Use calling sticks to choose a student to stand up and mime carrying out one of the jobs. The other students try to guess what job it is.
- Play *What's missing?* (Games Bank, page 154) with the jobs vocabulary.

Closing

- Have students work in small groups. Give each group one flash card of a job. Ask groups to work together to say what the job on the flash card is and to repeat it as a group. Ask other groups to say the job they have, while flashing the card to the rest of the class. Say *This lesson we learned to say some jobs. In our next lesson, we will learn how to write these jobs.*
- Explain that in the next lesson, they are going to learn some new words.

Unit 2

LESSON 2 SB page 21 AB page 19

Objectives: To identify different jobs
To read and trace words for different jobs

Vocabulary: *author, farmer, baker, scientist, firefighter, doctor*

Life skills: Sharing

Language: *There is (a baker). A farmer grows plants. A firefighter puts out fire.*

Materials: Student's Book, page 21
Activity Book, page 19
Class CD
Digital Toolkit
Flash cards: Jobs
A pencil for each student
Optional: paper for the *Fast finishers* activity

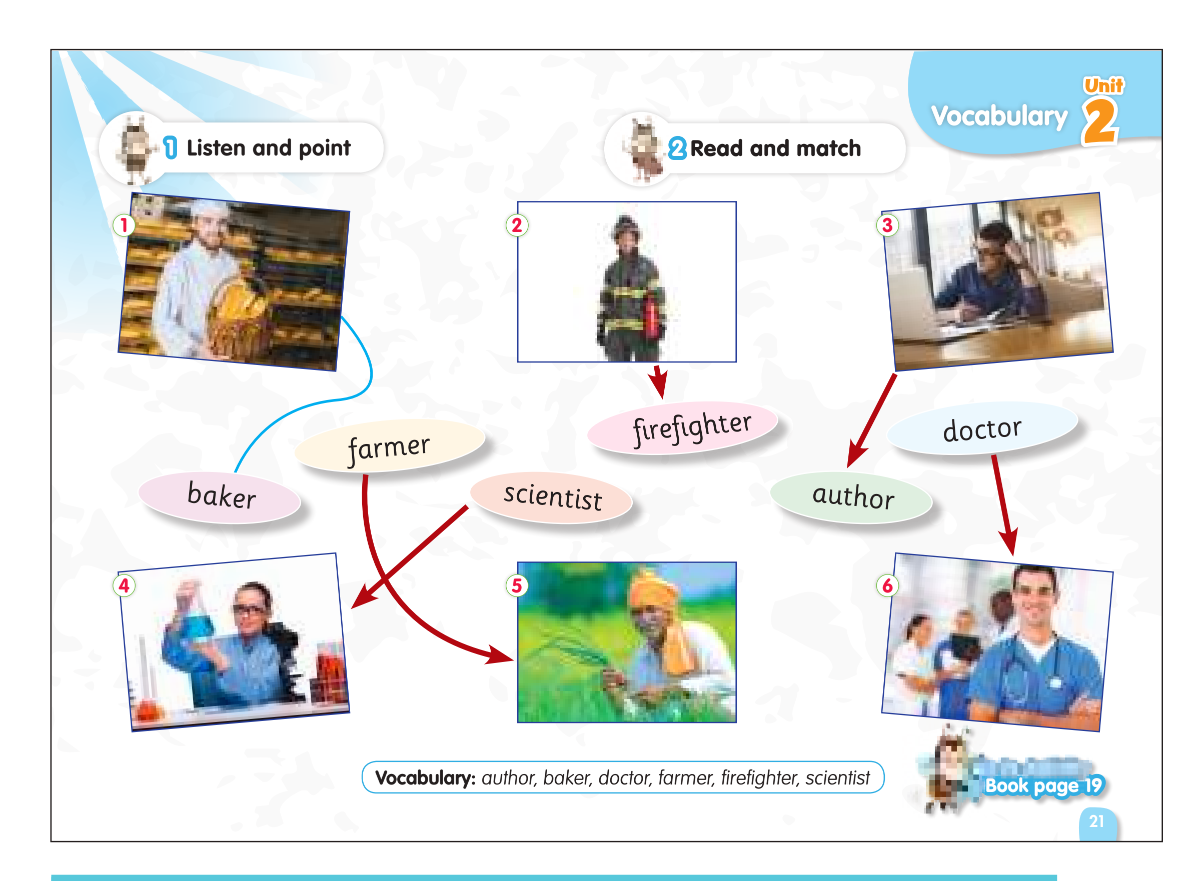
Opener

- Review the activities vocabulary from last lesson by miming each of the activities and asking students to say the words.
- Play *Point to the card* (Games Bank, page 153) with the flash cards of jobs.

STUDENT'S BOOK page 21

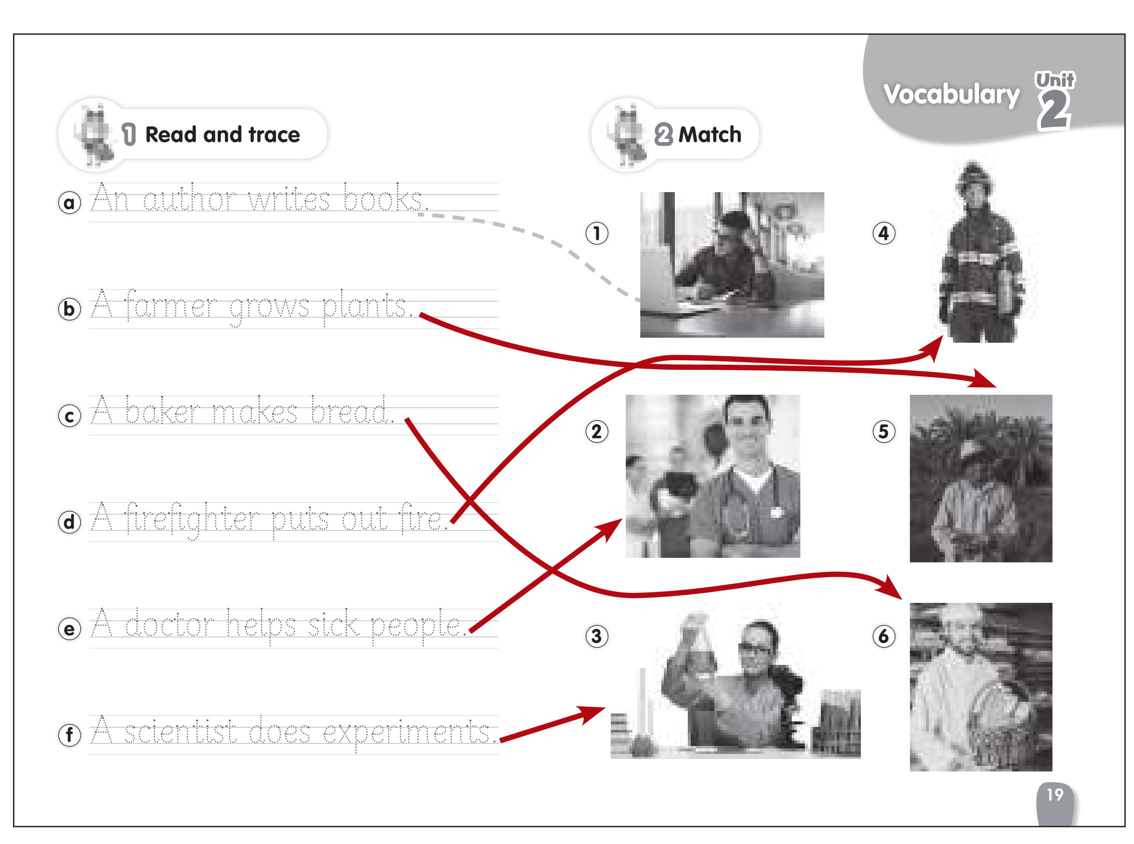
1 Listen and point

1 Help students to find page 21. Ask students if they can identify any of the jobs shown on the page. Praise all correct answers.
2 Tell students that they are going to listen and point to the correct jobs.
3 Say *Let's listen*.
4 Play the CD, pausing after each word. Ask students to hold up their books and point to the job they heard.
5 Point to the pictures in a random order and encourage students to say the word. Increase the speed at which you point to the pictures as students become more confident.



Audioscript

1 *baker*
2 *firefighter*
3 *author*
4 *scientist*
5 *farmer*
6 *doctor*



2 Read and match

1 Put students into pairs. Focus students' attention on the words in the middle of the page.
2 Tell students that they are going to read the words and draw lines to match each word to the correct picture. Point out that a line has already been drawn from the word baker to the first picture.
3 Ask students to take turns with their partner to point to a word and tell their partner what it says, finding the matching picture.
4 Go around the classroom, monitoring and helping as necessary.

ACTIVITY BOOK page 19

1 Read and trace

1 Help students to find page 19 in the Activity Book.
2 Point to each of the sentences on the left-hand side of the page as you read with the class.
3 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly. Focus attention on the first sentence. Student trace the dotted letters, first with a finger and then with a pencil.

4 Repeat the procedure for the rest of the sentences.
5 Point to the doctor and ask *What job?* Elicit *doctor* / *There's a doctor*.
6 Tell students to work in groups of three or four. Ask them to take turns to point to a picture and tell their group what it is.
7 Go around the classroom, monitoring and helping as necessary.

2 Match

1 Students then draw a line to match the sentence with the correct picture.
2 Ask students to work individually to complete the rest of the exercise then to check their answers with their shoulder partner.
3 Go around the classroom, monitoring and helping as necessary.

Fast finishers



- Students can draw and color a picture of themselves doing their favorite job. Encourage them to write the word for the job, too. Display the pictures on the wall of your classroom.

Consolidation game

- Play *Word whispers* (Games Bank, page 154) with the job flash cards.
- Ask one student to step outside the room while you choose another student to lead a game. Gather the students into a circle and ask the leader to begin miming a job. All the other students should copy the leader. Invite the missing student to return and stand in the middle of the circle. The leader of the game should regularly change the job they are miming for all the others to copy, without the student in the middle of the circle guessing who is leading the change. If the student in the middle of the circle guesses correctly who is the leader, they must swap places, and a new student is chosen to lead the game.

Closing

- Summarize what you and the students did today. Say *Today we learned to trace words for jobs. In our next lesson, we will talk about rooms in our houses.*
- Explain that in the next lesson, they are going to learn about houses.

Unit 2

LESSON 3 SB page 22 AB page 20

Objectives: To identify vocabulary for rooms of the house
To draw and write about your own house
To sing a song about the rooms of the house

Vocabulary: *house, kitchen, bedroom, living room, bathroom*

Language: *This is my (bedroom).*

Materials: Student's Book, page 22
Activity Book, page 20
Class CD
Digital Toolkit
Relevant posters
Flash cards: Jobs; house, kitchen, bedroom, living room, bathroom
Coloring pencils or crayons for each student
Optional: Paper for the class craft

Opener

- Play *Go to the card (2)* (Games Bank, page 152) to review jobs vocabulary.

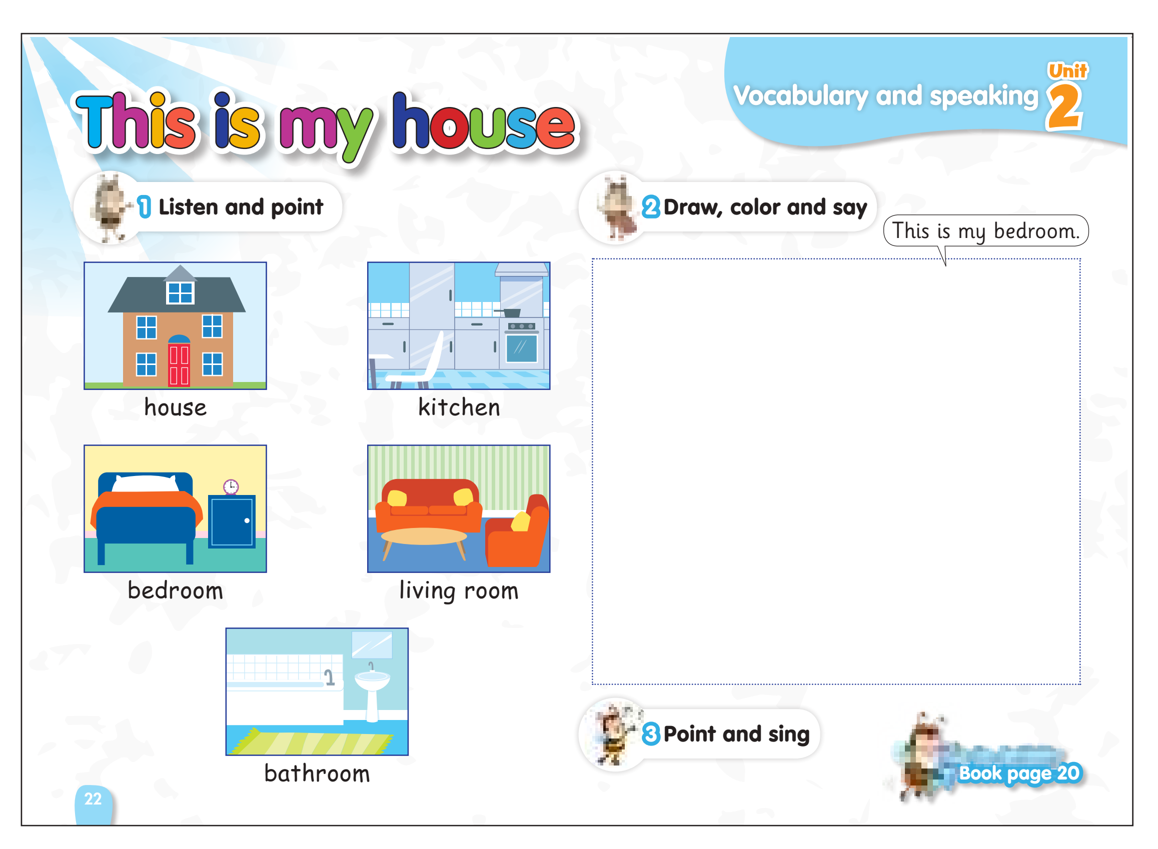
Presentation

1 Use flash cards to present and practice the new house words: *house, kitchen, bedroom, living room and bathroom*.
2 Point to the house picture and say *house*. Students repeat several times chorally and then individually.
3 Repeat the procedure for the different rooms.
4 Then point to each room in turn and ask *Which room?* Vary the order you point to the rooms.
5 You can also practice the new words using the relevant poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to a room on the poster and ask *Which room?* Help the student to say the word.
6 Play *Go to the card (1)* (Games Bank, page 152) to practice the words.

STUDENT'S BOOK page 22

1 Listen and point

1 Help students to find page 22. Ask students if they can identify any of the rooms shown on the page. Praise all correct answers.



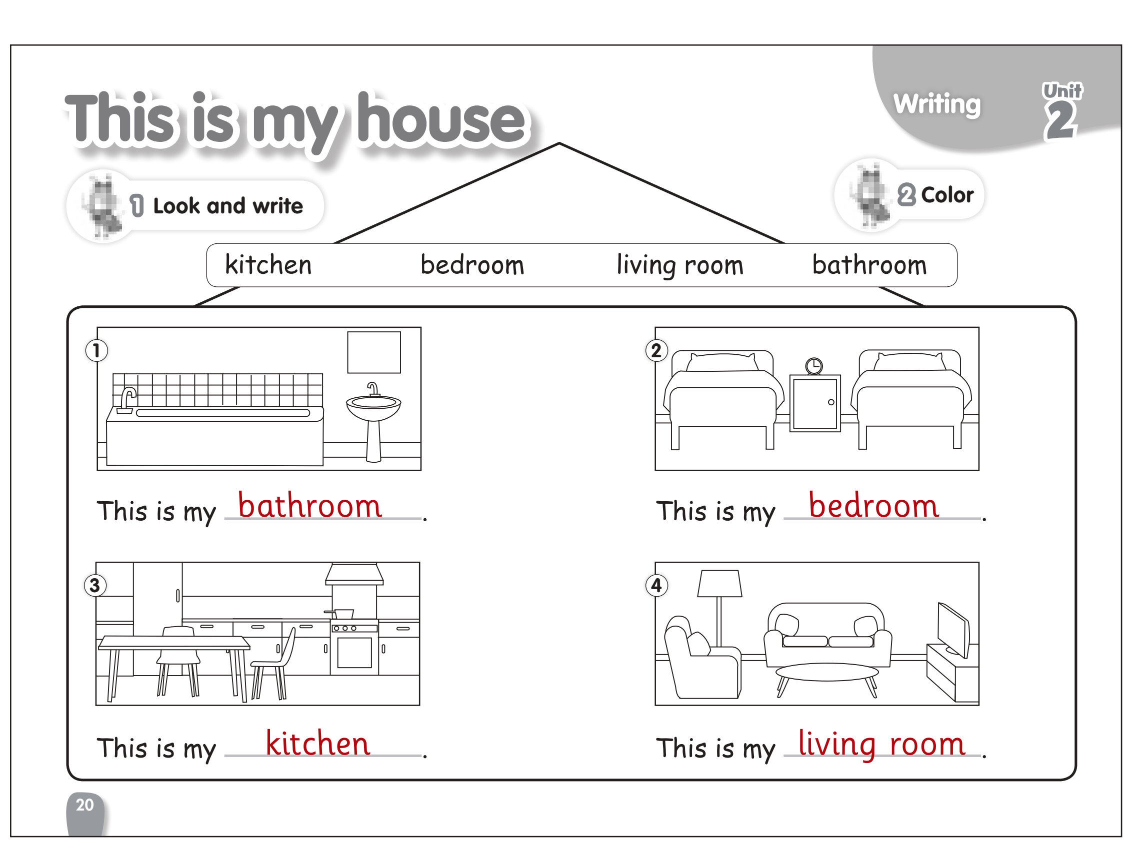
2 Tell students that they are going to listen and point to the correct rooms.
3 Say *Let's listen*.
4 Play the CD, pausing after each word. Ask students to hold up their books and point to the room they heard.
5 Point to the pictures in a random order and encourage students to say the word. Increase the speed at which you point to the pictures as students become more confident.

Audioscript

1 *house*
2 *kitchen*
3 *bedroom*
4 *living room*
5 *bathroom*

2 Draw, color and say

1 Ask students to tell you about the rooms in their own house. Ask *How many bedrooms?* Elicit the number, or ask for a show of hands for two bedrooms, three bedrooms, etc. Ask students which room in their house is their favorite. Ask students if they have their own bedroom, or if they share their room with a family member.
2 Give students colored pencils or crayons and ask them to draw a room in their own house.



3 Go around the classroom, monitoring and helping as necessary.
4 Ask students to talk about the room they have drawn: *This is my (bedroom)*. Encourage students to talk to their classmates about what is in their drawing.

3 Point and sing

1 Ask students if any of them have a doll's house, or, if you have one in the classroom, point to it and encourage students to tell you about the rooms that they can see. Tell students that they are going to listen to a song about a doll's house. Say *Let's sing!*
2 Play the song on the CD again several times, encouraging students to join in with the words when they are ready.
3 When students are confident, play the version of the song without words and encourage them to sing along.

Audioscript

Come and see
Our doll's house
This is the bathroom.
Come and play with us!
This is the bedroom.
Come and see
This is the kitchen.
This is the living room.
And this is the beautiful garden!
Our doll's house
Come and play with us!

ACTIVITY BOOK page 20

1 Look and write

1 Help students to find page 20 in the Activity Book. Point to the picture of the house. Say *What can you see?* Elicit the words for the rooms.
2 Focus students' attention on the word labels at the top of the page. Point to each one in turn and elicit the word.
3 Tell students that they should write each of the words on the correct label line to label the picture of the house. Ask students to work individually to complete the exercise.

2 Color

1 Students color the picture when they have written all the words.



Fast finishers

- Students can word in pairs to check their answers.

Consolidation game

- Play *Word whispers* (Games Bank, page 154) using the rooms of the house vocabulary.

Class craft

- Tell students that they are going to design and draw their own house, in the same style as the house on Activity Book page 20. You may like to provide a house template for the students to draw on.
- Students draw and color the rooms of their house. Encourage them to be as creative as possible – they can either draw their actual house, or a fantasy house. Students may like to stick photographs of their family in the house, or use different materials to decorate it.
- Create a classroom display by cutting out the students' houses and sticking them onto a street scene, with roads, sky and trees. Label the display *Our Street* and encourage students to talk about the houses that they can see, and to share their work with their parents.

Closing

- Hold up some pictures for rooms of the house. Ask students *What is this?* while pointing to the picture. Hold up your Student's Book and point to the map of Egypt in it. Ask students *What unit is this?* Accept all students' answers for the time being, saying *We'll know more about it in our next lesson!*
- Explain that in the next lesson, they are going to learn about different places where people live.

Unit 2

LESSON 4 SB page 23 AB page 21

Objectives: To identify vocabulary for places
To recognize the differences between places
To talk about where you live
To recognize individual words within a spoken sentence

Vocabulary: *street, village, city, country*

Language: *This is my (street).*

Materials: Student's Book, page 23
Activity Book, page 21
Class CD
Digital Toolkit
Flash cards: kitchen, bedroom, living room, bathroom, house; street, village, city, country
A pencil for each student

Opener

- Invite confident students to show the class their work from the previous lesson, either the room they drew in their Student's Book, or their house in the class display, if you made one.
- Play the song from Lesson 3 on the CD again to review the language *This is my (bedroom)*.

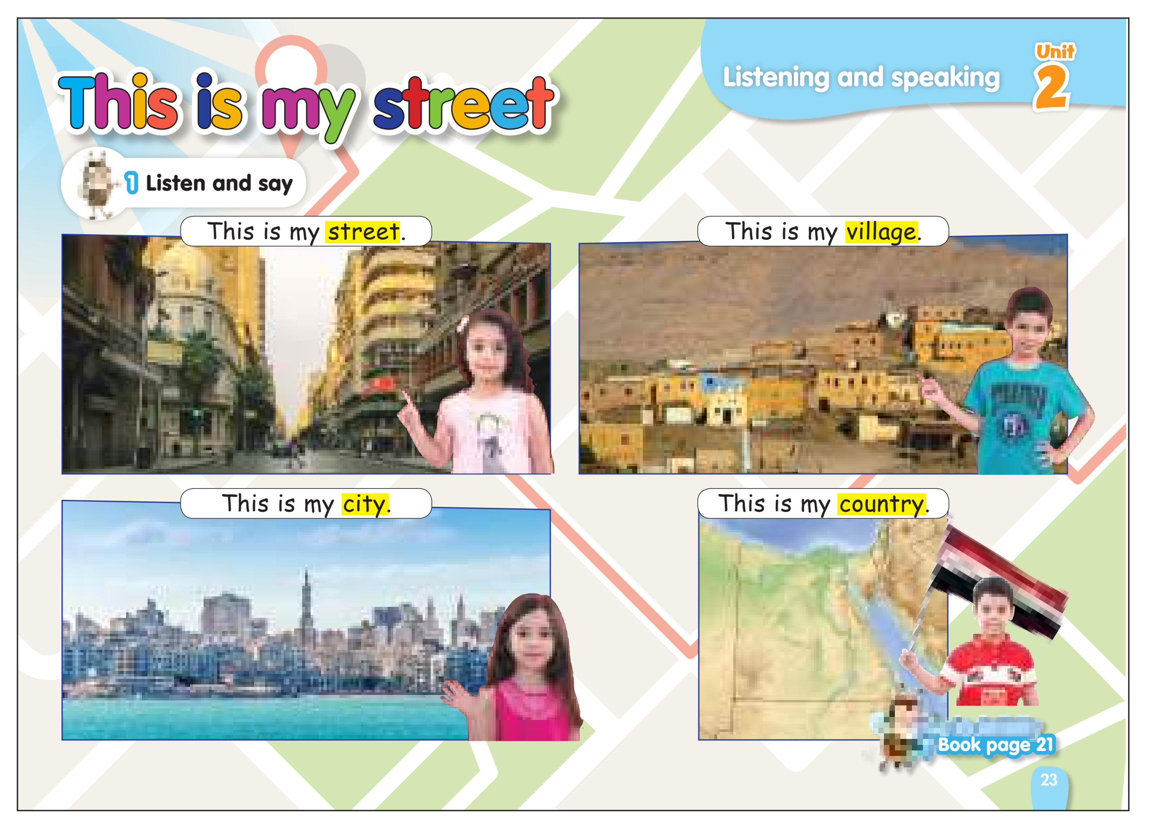
Presentation

1 Use flash cards to present the words *street, village, city and country*. Ask students to tell you if they know the name of their street, village or city, and country.
2 Write familiar street names, village names, etc. next to each flash card.
3 Draw five concentric circles on the board. Stick the flash card for house into the middle of the smallest circle. Stick the flash card for street into the next circle, the flash card for village into the next circle, and so on, finishing with the flash card for country in the largest circle. Explain to the students that the diagram shows how we can describe where we live in size order. Put your hands together and then gradually open them up as you say each word to reinforce the point, finishing with your arms wide apart as you say country. Encourage students to copy you and say the words.

STUDENT'S BOOK page 23

1  Listen and say

1 Help students to find page 23. Ask students if they recognize any of the places in the pictures.



2 Use calling sticks to choose students to read each of the captions.
3 Tell students that they are going to listen and repeat each phrase that they hear, while pointing to the correct picture. Say *Let's listen*.
4 Play the CD, pausing after each sentence to allow students to point to the picture and say the sentence.

Audioscript

1 *This is my street.*
2 *This is my village.*
3 *This is my city.*
4 *This is my country.*

Closing

- Praise students for their work in this lesson.
- Explain that in the next lesson, they are going to learn more about different places where people live.







ACTIVITY BOOK page 21

1 Trace and match

1 Help students to find page 21 in the Activity Book.
2 Point to each of the sentences on the left-hand side of the page as you read with the class.
3 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly. Focus attention on the first sentence. Student trace the dotted letters, first with a finger and then with a pencil.
4 Students then draw a line to match the sentence with the correct picture.
5 Ask students to work individually to complete the rest of the exercise then to check their answers with their shoulder partner.
6 Go around the classroom, monitoring and helping as necessary.

Consolidation game

- Stick the flash cards for street, village, city, country on different walls of the classroom. Point to each flash card and elicit the word. Say the names of familiar streets, villages, cities and countries in a random order and encourage students to move to the correct flash card.

Closing

- Have students work in pairs to fill in a simple “Today I learned” card. Ask pairs to write or draw what they learned today.
- Go around and provide help.
- Explain that in the next lesson, they are going to learn more about different places where people live.

Unit 2

LESSON 5 SB page 24 AB page 22

Objectives: To read and talk about different places
To draw and talk about where you live
To recognize that there are many different parts of Egypt, but they are all part of one country

Vocabulary: *This is my (village). I live here.*

CLIL: Connect with Geography

Materials: Student's Book, page 24
Activity Book, page 22
Digital Toolkit
Flash cards: Places
Coloring pencils or crayons for each student
Optional: map or globe for *Fast finishers* activity

Opener

- Play *Guess the picture* (Games Bank, page 153) with the places vocabulary.

STUDENT'S BOOK page 24

1 Read, circle and say

1 Help students to find page 24. Put students into pairs. Ask them to look at each picture then read the sentences to their partner. Ask students to read each sentence and choose the best word to complete the sentence. Complete sentence 1 with the class as an example.

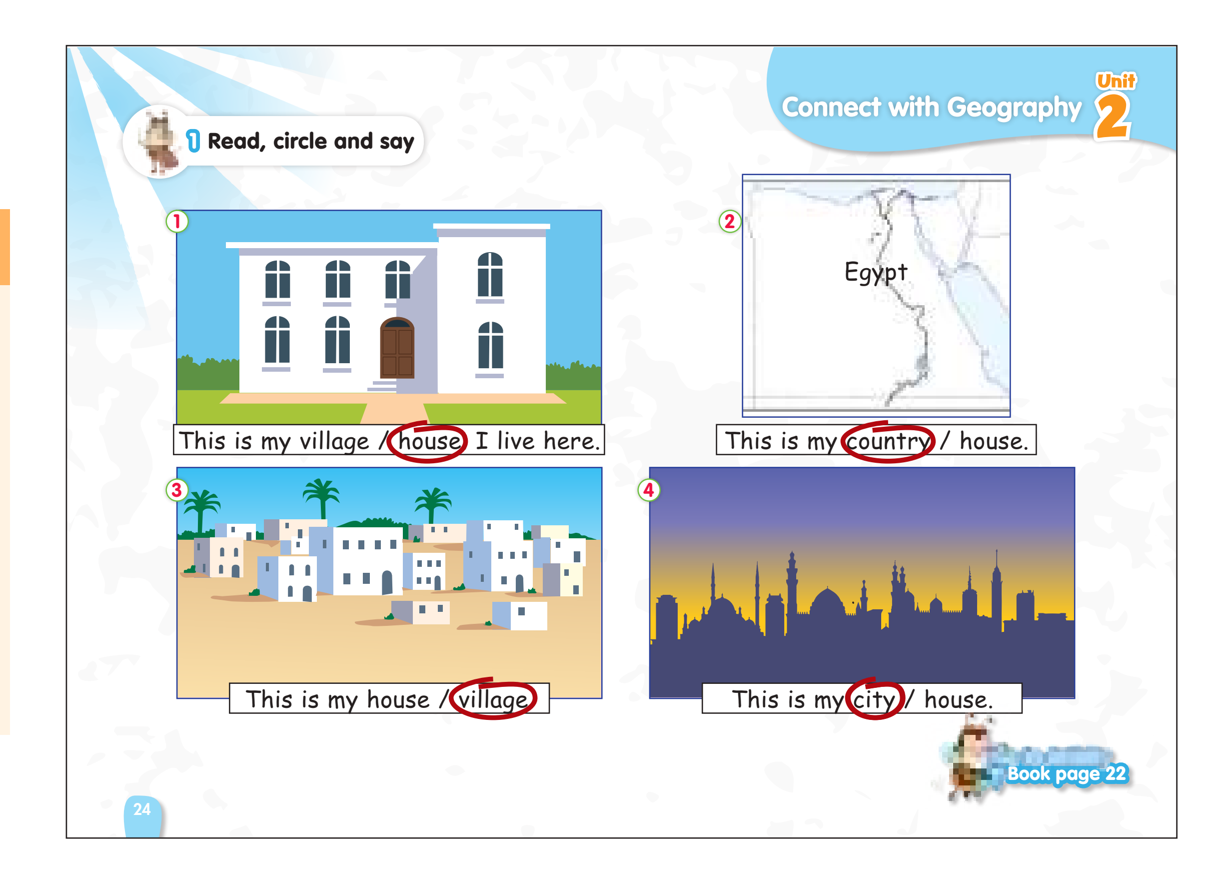
2 Go around the classroom, monitoring and helping as necessary. Ask students to read their sentences to you.

3 Check answers as a class.

4 Discuss the places with the students. Do they live in a city or a village? What is different in a village and a city? Accept all reasonable answers.

Closing

- Explain that in the next lesson, they are going to learn more about different places where people live.







ACTIVITY BOOK page 22

1 Read and draw

1 Help students to find page 22 in the Activity Book.
2 Focus students' attention on the sentence at the bottom of the page and read it as a class.
3 Students draw and color a picture of the outside of their house.
4 Go around the classroom, monitoring and helping as necessary. Ask students to tell you about their house, which street they live on, which village/city, etc.



Fast finishers

- Tell students to work in groups of three or four and give each group a map of the area in which they live. Ask them to find their street and say *This is my street. I live here*. Students can then find their village/city, or use a globe to find their country, and other countries that they have visited or where they have family.

Consolidation game

- Play a version of *Word whispers* (Games Bank, page 154) to review all the unit vocabulary learned so far.

Closing

- Ask several students to show the picture they drew in the Activity Book to the class and read the sentence at the bottom of the page.
- Explain that in the next lesson, they are going to learn about maps.

Unit 2

LESSON 6 SB page 25 AB page 23

Objectives: To look at and identify places and objects on a map
To draw a key to use with a map
To revise numbers and colors

Vocabulary: *map, key*

Language: *There are four (trees). They are green.*
There is a school. It's yellow.
There are three cars. They are red.
There are seven houses. They are orange.

Materials: Student's Book, page 25
Activity Book, page 23
Digital Toolkit
Street map with key
Coloring pencils or crayons for each student: yellow, red, green and orange
Optional: Pictures of places found in a city or village

Opener

- Use calling sticks to invite confident students to the front of their class to show the picture of their house in the Activity Book from last lesson. Encourage students to tell the class which street they live on, which village/city, etc.

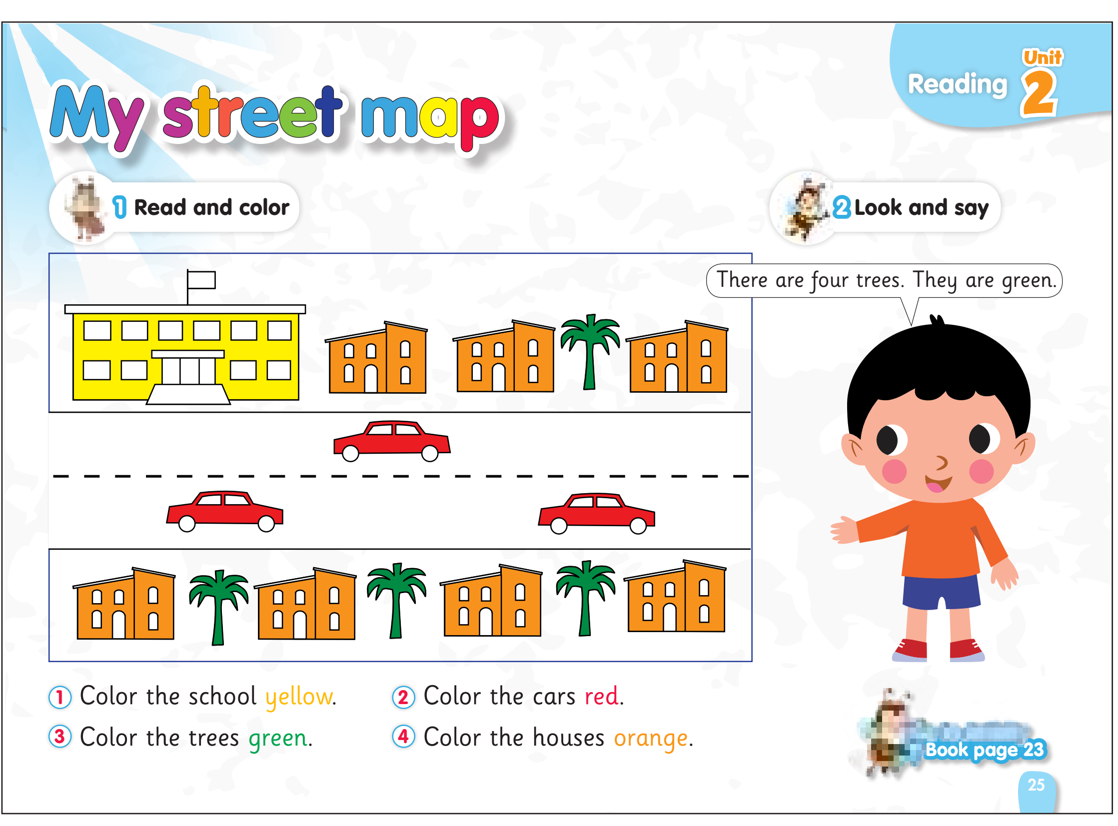
Presentation

1 Show the class a street map and say *This is a map*. Say *There is a school*. Use calling sticks to choose students to come up to the front of the class and find their school on the map, or other places of interest.

STUDENT'S BOOK page 25

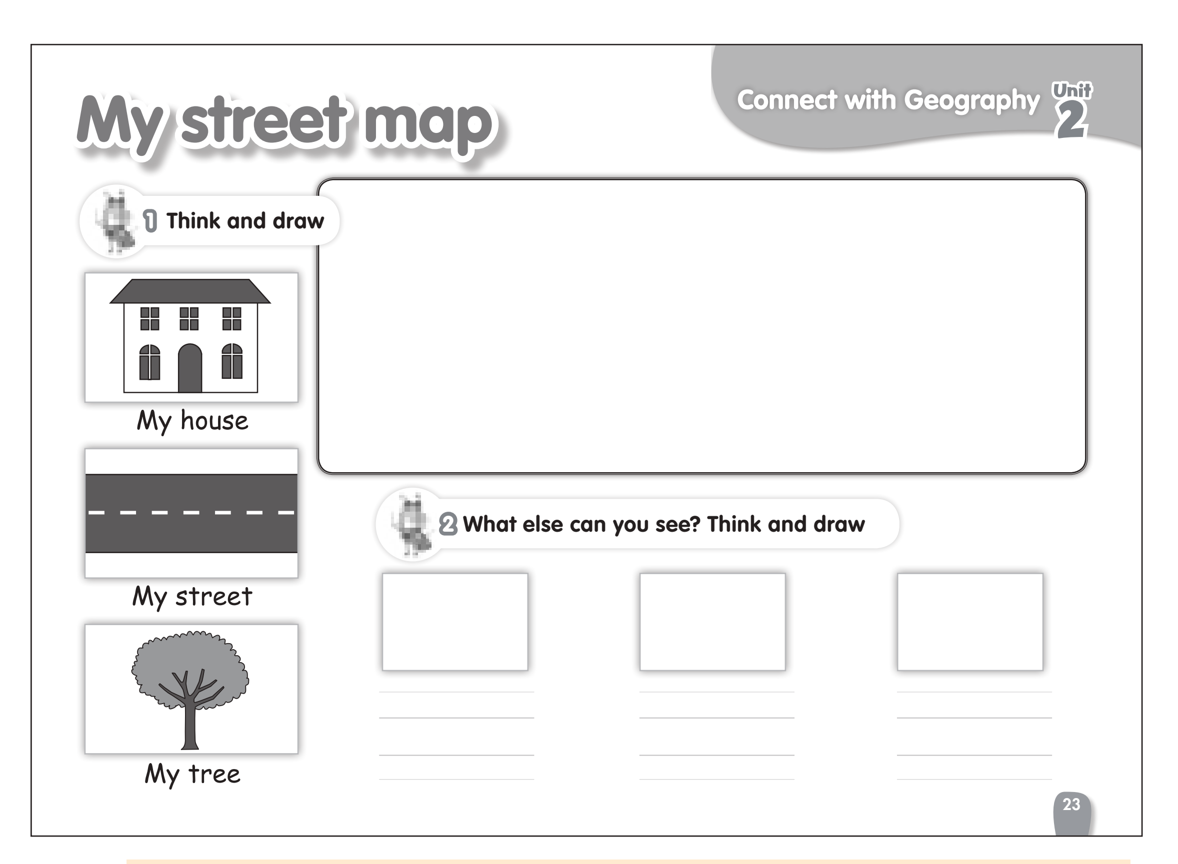
1 Read and color

1 Help students to find page 25. Point to the map and ask students *What can you see?* (street, school, houses, cars, trees, etc.)
2 Put students into pairs. Ask them to take turns to read the sentences underneath the map. Students color the items on the map according to the instructions.
3 Use calling sticks to choose students to show their work to the class to check answers.



2 Look and say

1 Ask students to count how many schools they can see (one). Say *There is one school. There is a school*. Ask students to count how many trees they can see (four). Say *There are four trees. There are some trees.* Draw the students' attention to the colors of the buildings or objects. Help them form sentences using the color. For example: *There are four trees. They are green*.
2 Check understanding then ask students to take turns to point to items on the map and tell their partner what they can see: *There are some cars*. *They are red*.
3 Go around the classroom, monitoring and helping as necessary. Ensure that children are using the word some correctly.



ACTIVITY BOOK page 23

1 Think and draw

1 Show the class the key for the street map they saw at the beginning of the lesson. Say *This is a key*. Explain that this is used to show where places are on the map. Ask students if they can see any of the symbols on the key on the map itself. Draw or stick pictures of some common key symbols on the board and ask students to guess what they think the symbols mean.
2 Help students to find page 23 in the Activity Book.
3 Point to the first picture and ask *What is it?* Elicit the answer *house*. Do the same for the next two pictures, eliciting the answers *street* and *tree*.
4 Ask students to draw their street map on the empty space.
5 Encourage students to draw their favorite places on the map and any other places they can draw from the key they saw earlier.

2 What else can you see? Think and draw

1 Ask students what other things they might see on a map. Examples may include school, mosque, restaurant, hospital, train station, shop
2 Ask students to work individually to choose three things that they might see on a map and draw a simple symbol to represent that place.
3 Students write the word for their symbol next to the picture. It is possible that they want to write about places that they don't know the names of in English, so help them to say and spell the new words.



Fast finishers

- Put students into pairs and ask them to look at each other's map symbols and guess what they might represent.
- If you have made a classroom display of students' houses (see Lesson 3), ask students to add to it with drawings of cars, bikes, trees, etc.

Consolidation game

- Draw some symbols to represent places you might find in a city or village. Use calling sticks to choose students to come up to the board and stick pictures of the places next to the correct symbol.

Closing

- Hold up three colored pictures of a house, a street and a car. Ask students to say the name and color of the picture you are holding, e.g. *There's a house*. *It's green*.
- Explain that in the next lesson, they are going to learn more about maps.

Unit 2

LESSON 7 SB page 26 AB page 24

Objectives: To look at and identify places and objects on a map
To interpret and draw a bar chart

Vocabulary: *playground, supermarket, river*

Language: *There are six (houses). There is one (school).*

CLIL: Connect with Math

Materials: Student's Book, page 26
Activity Book, page 24
Class CD
Digital Toolkit
Coloring pencils or crayons for each student
Pictures of places found in a city or a village (house, apartment block, park, etc.)
Optional: Symbols drawn on paper

Opener

- Use calling sticks to choose a student to come to the board. Give them a picture of a place, but tell them not to let the rest of the class see it. Ask the student to draw a symbol to represent the place they have been given on the board for their classmates to guess. Allow students to guess in their first language if they need to, but then say the English word for them to repeat.

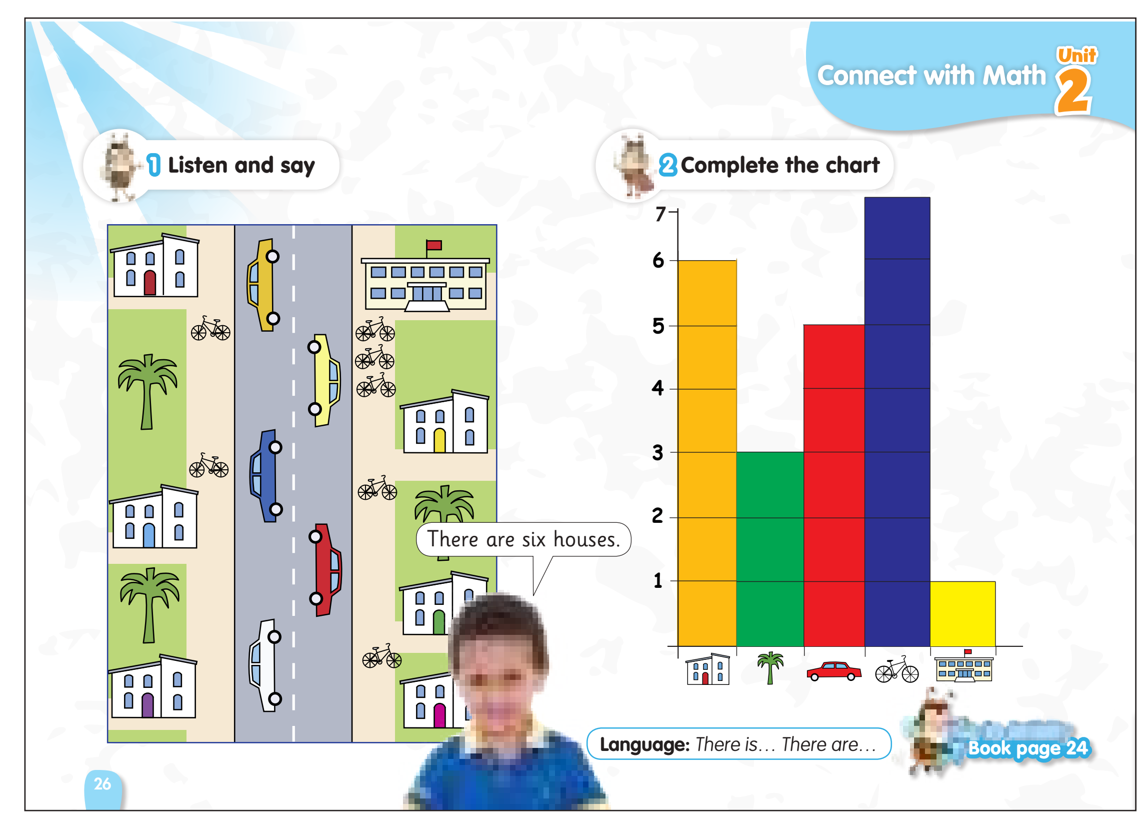
Presentation

1 Teach the words *supermarket, playground and river*. Encourage students to repeat the words. You may like to also teach the words for other places you can find in a city or village, guided by the places that students included on their maps on Activity Book, page 23.

STUDENT'S BOOK page 26

1  Listen and say

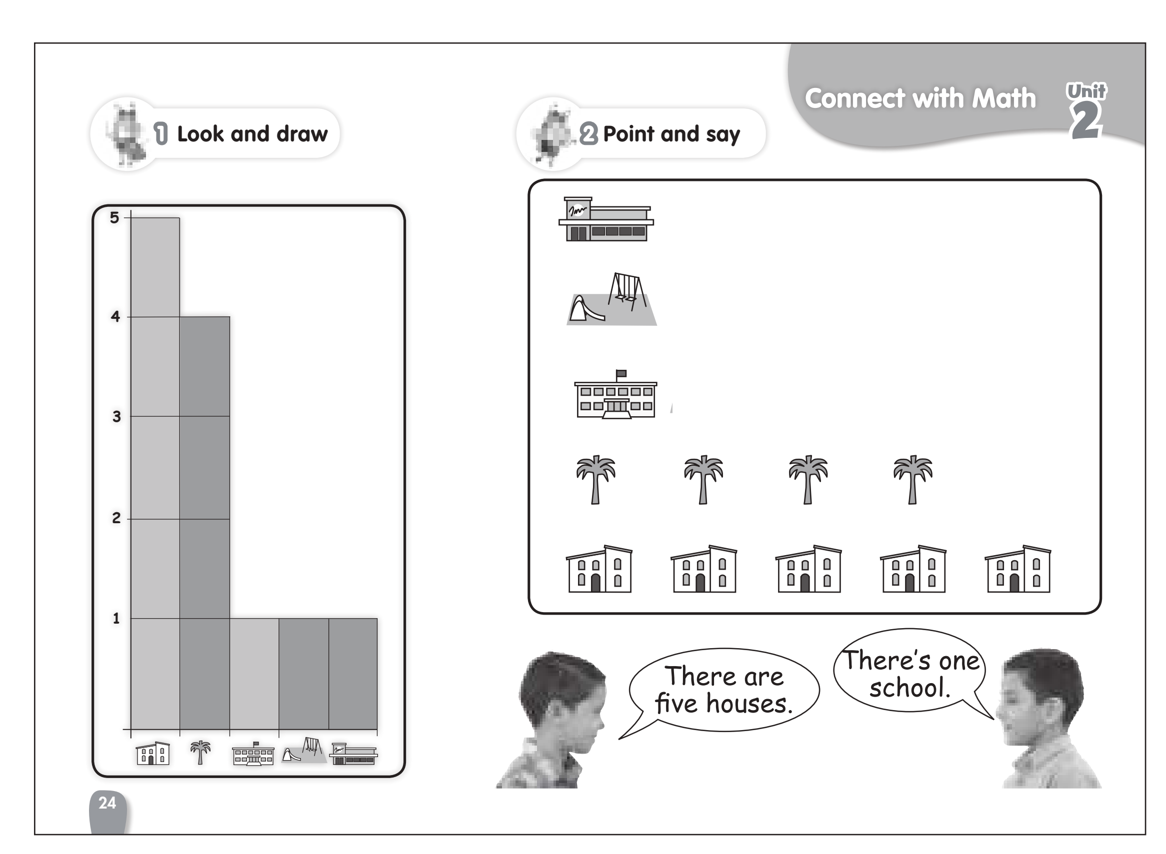
1 Help students to find page 26. Point to the map and ask students *What can you see?* (street, school, houses, cars, bikes, trees, etc.)
2 Put students into pairs. Encourage them to count the items and tell their partner what they can see. Read the example sentence together.
3 Go around the classroom as students work, monitoring and helping as necessary.



4 Tell students that they will listen to the CD to check their answers.
5 Pause the CD after each sentence for students to repeat.

2 Complete the chart

1 Focus students' attention on the bar chart on the right-hand side of the page. Explain that we can use bar charts to show how many there is of something. Point to the numbers on the y-axis and encourage the children to count with you. Point to the images on the x-axis in turn and elicit the words.
2 Focus students' attention on the map on the left-hand side of the page and ask *How many houses are there?* Elicit the answer *six*. Show the students that this information has been drawn onto the bar chart as an example – the bar above the picture of the house is six squares tall.
3 Tell students to work in groups of four. Ask them to take turns to count the number of trees, cars, bikes and schools on the map and add the information to the bar chart, coloring each bar a different color.
4 Go around the classroom, monitoring and helping as necessary.
5 Play the CD again for students to check their answers.
6 Invite confident students to show their work to the class.





Audioscript

There are six houses.
There are three trees.
There are five cars.
There are seven bikes.
There is one school.

ACTIVITY BOOK page 24

1 Look and draw

1 Remind the class that maps often use symbols to show places, and you can look at the key to find out what each symbol means. Ask the class to suggest places that you might find in a city or village. Write the English for each place on the board, leaving a space next to the word. Use calling sticks to choose a student to come to the front and draw an appropriate symbol next to each word, or take suggestions from the class and draw the symbols yourself.
2 Help students to find page 24 in the Activity Book.
3 Point to the bar chart and ask *What is it?* Elicit the answer bar chart. Ask students to tell you what we can use a bar chart for (to show information / to show how many of something there is).
4 Point to each symbol on the y-axis in turn and ask *What is this?* Point to the symbol of the house then count the number of squares on the chart with the class. Say *There are five houses.*
5 Students draw five houses onto the map on the right-hand side.
6 Check understanding then ask students to work with their shoulder partners to complete the rest of the exercise.
7 Go around the classroom, monitoring and helping as necessary. Invite confident students to show their work to the class.

2 Point and say

1 Point at the houses students drew and say *There are five houses*. Encourage students to repeat.
2 Show students how the boys are talking about their maps in the speech bubbles.
3 Ask students to work in pairs to talk about their maps.
4 Go around the classroom and help as necessary.

Fast finishers

- Students work with a partner to create another bar chart and matching map and key.
- If you have made a classroom display of students' houses and added to it with drawings of cars, bikes, trees, etc. (see Lesson 6), ask students to create a bar chart showing the number of each item on the class street. Display these bar charts in the classroom.

Consolidation game

- Draw symbols for things or places you might see in a city or village onto individual sheets of paper and stick them in a row on the floor. Alternatively, you could play this game in the playground and draw the symbols on the ground with chalk. Tell students that you are going to tell them what there is in your city, and they must organize themselves into a human bar chart. Say *There are five bikes*. Five students line up in front of the symbol for bike. Continue saying how many of each thing there is until the 'bar chart' is complete.
- Continue the game, allowing confident students to lead.

Closing

- Hold up page 26 of the Student's Book and ask the class about what they can see. Elicit the numbers and colors of the objects on the page.
- Get a real Egyptian flag and ask the students what they can see. Accept students' answers and say *Next lesson, we will talk about the Egyptian flag*.

Unit 2

LESSON 8 SB page 27 AB page 25

Objectives: To identify the flag of Egypt
To learn about the value of loyalty and belonging

Vocabulary: *flag, eagle*

Language: *This is my flag. It is red, white and black, There's an eagle.*

Values: Loyalty and belonging

CLIL: Connect with Art

Issues: Love of country

Materials: Student's Book, page 27
Activity Book, page 25
Digital Toolkit
Flash cards: Places
Red, black and gold/yellow coloring pencils or crayons for each student
Glue
Optional: black construction paper, sticky back plastic, red, white and black tissue paper, scissors

Opener

- Stick the flash cards for street, village, city, country on different walls of the classroom. Point to each flash card and elicit the word. Say the names of familiar streets, villages, cities and countries in a random order and encourage students to move to the correct flash card.

STUDENT'S BOOK page 27

1 Look and read

1 Help students to find page 27. Focus students' attention on the pictures and word labels at the top of the page. Point to each one in turn and elicit the word.

2 Say *Where's the flag?* Encourage students to point to the large Egyptian flag on the page. Say *This is the flag of our country. This is the flag of Egypt*. Ask *Can you see an eagle?* Encourage students to point to the Eagle of Saladin on the flag.

3 Ask students to tell you where they have seen the Egyptian flag. Answers may include on the school, on government buildings and at festivals. Ask students to think about why the flag is important. Flags are national symbols that are flown to show loyalty to a country.



4 At this point, you may like to play the Egyptian national anthem and encourage the students to stand and sing along. Ensure that students understand how important it is to respect the Egyptian flag and national anthem.

2 Read and color the flag

1 Draw student's attention to the reading box on the right. Start reading it and ask students to follow with their fingers

2 Ask students to read with a shoulder partner while you go around and monitor.

3 Focus students' attention on the large Egyptian flag again. Ask if they know what colors to use on the flag (red, white and black). Point to the top band and say *Color it red*. When students have done this, point to the bottom band and say Color it black. Point to the Eagle of Saladin and say *Color it yellow*.

4 Go around the classroom, praising careful coloring.

3 Point and say

1 Point to the speech bubble on the right-hand side of the page and read it with the class.
2 Put students into pairs. Ask them to take turns to point to their flag and describe it.




My country, my flag

Connect with Art Unit 2

1 Color the flag

2 Read and complete

eagle red white black

My flag is red, white and black.

There is a yellow eagle.

3 Trace and read

I love Egypt.

25

ACTIVITY BOOK page 25

1 Color the flag

1 Help students to find page 25. Focus students' attention on the large Egyptian flag again. Ask if they know what colors to use on the flag (red, white and black). Point to the top band and say *Color it red*. When students have done this, point to the bottom band and say *Color it black*. Point to the Eagle of Saladin and say *Color it yellow*.
2 Go around the classroom, praising careful coloring.

2 Read and complete

1 Put students into pairs. Ask them to complete the sentences using the word box.
2 Check answers as a class.
3 Still in pairs, ask students to read the sentences to their partners.

3 Trace and read

1 Point to the sentence as you read with the class.
2 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly. Focus attention on the sentence. Student trace the dotted letters, first with a finger and then with a pencil.
3 Go around the classroom, monitoring and helping as necessary.

Class craft (optional)

- Before the lesson, cut a number of thin black frames from construction paper and stick each frame onto a sheet of sticky back plastic. Stick two thin pieces of black construction paper horizontally across the frame to separate it into three equal parts. In the middle of the frame, stick a cut-out picture of the Eagle of Saladin.
- Tell students to work in groups of three or four. Give each group sheets of black, red and white tissue paper and one of the black frames you prepared before the lesson. Tell the students to cut the sheets of tissue paper into small squares. Students then stick the squares onto the sticky back plastic in three colored bands – red, white and black.
- When students have filled in their frame with tissue paper, cover the back with another sheet of sticky back plastic. Stick the flags onto the classroom windows to display them.

Closing

- Say *Today we talked about the Egyptian flag*. Say *We love Egypt!* Ask the class to repeat after you. If there is time, you can sing the national anthem together.
- Explain that in the next lesson, they are going to learn about some new letter sounds.

Unit 2

LESSON 9 SB page 28 AB page 26

Objectives: To identify and use the phonics sounds /f/ and /g/
To listen to a poem
To write words with *f* and *g*

Vocabulary: *flag, fish, frog, Fady, goat, Goodbye, green, eagle, dog, log, big, boy*

Materials: Student's Book, page 28
Activity Book, page 26
Class CD
Digital Toolkit
Phonics cards: f/flag, g/goat
A pencil for each student
Colored pencils or crayons for each student

Opener

- Draw the outline of the Egyptian flag on the board. Ask students to tell you what colors you should use to complete it. Use calling sticks to choose a student to come to the board and describe the flag.

Presentation – phonics sounds /f/ and /g/

1 Show the picture on the f/flag phonics card and ask *What's this?* Elicit *flag*. Then say *flag*. Students repeat after you.
2 Show the letter on the phonics card and say /f/. Students repeat the sound /f/ with you.
3 Then show the picture on the card again and elicit *flag*.
4 Point to the letters, then the picture several times so that the students are saying */f/ … flag* repeatedly.
5 Repeat the procedure with the *g/goat* phonics card.
6 Ask students to say any other words they know with the sounds /f/ or /g/.

STUDENT'S BOOK page 28

1 Listen and repeat

1 Help students to find page 28. Point to the picture of the flag on the left-hand side of the page and say *What's this?* Elicit *flag*.
2 Then point to the sound /f/ on the page and say the sound /f/. Students repeat after you. Practice this several times.



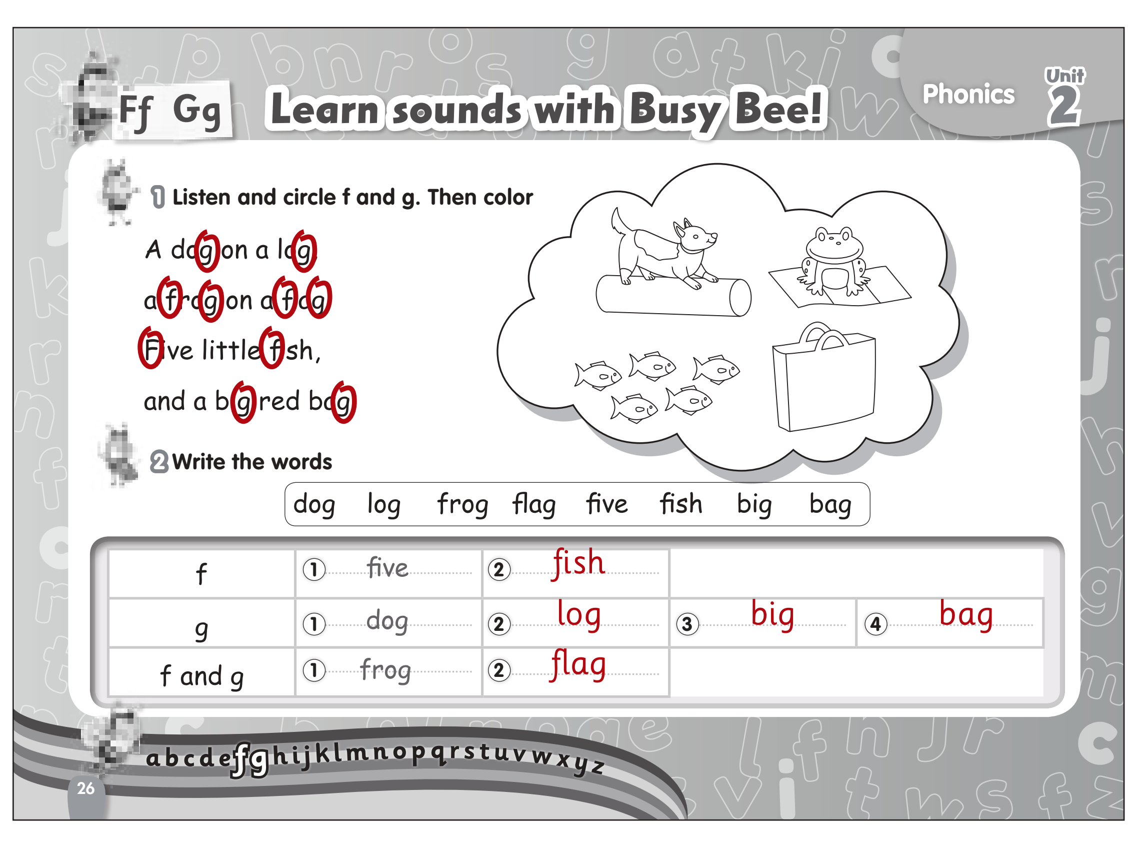
3 Repeat the procedure for the sound /g/.
4 Point out to the students that the word flag begins with the /f/ sound and ends with the /g/ sound.
5 Say *Let's listen.*
6 Play the CD. Encourage students to listen and repeat the /f/ sound and the word, then the /g/ sound and the word.

Audioscript

/f/ flag
/g/ goat

2 Look and find f, g, F and G

1 Focus students' attention on the pictures and word labels on the right-hand side of the page. Point to each one in turn and say the word.
2 Point to the first picture and say *fish*, emphasizing the beginning /f/ sound. Students repeat after you. Practice this several times.
3 Student draw a circle around the letter f in the word.
4 Get students to look at the pictures again. Ask them if they can see any other things





beginning with f. Put students in pairs to do this and then do the same with g.
5 Check all can do this and give extra help to any pairs who find it hard.
6 Then ask them to find a small f and a big F. Then do the same with g and G. If necessary, remind students about the letter shapes with the letters on the board.
7 Tell students that names always start with a big (capital) letter. Point at Fady to help them understand the concept.
8 Repeat the procedure for the other words, giving students time to circle the target letters. Spend extra time on the word eagle, explaining to students that the sound /g/ is in the middle of the word, rather than at the beginning or the end. Point out that the word frog begins with the /f/ sound and ends with the /g/ sound.

ACTIVITY BOOK page 26

1 Listen and circle f and g. Then color

1 Help students to find page 26 in the Activity Book.
2 Point to the letter f on the page and elicit the sound. Then point to the letter g and elicit the sound.
3 Focus students' attention on the poem on the left-hand side of the page. Tell students they are going to hear the poem and they should circle the letters f and g as they hear the sounds.
4 Say *Let's listen*. Play the CD, pausing after each line to give students time to circle the letters.
5 Check answers as a class. Students then color the picture.

Audioscript

A dog on a log,
A frog on a flag.
Five little fish,
And a big, red bag.

2 Write the words

1 Focus students' attention on the word labels. Use calling sticks to choose students to blend the sounds and read the words dog, log, big and bag. Point to the remaining words and say them for students to repeat.
2 Put students into pairs. Students take turns to read each word and decide under which heading to write it – f (five, fish), g (dog, log, big, bag) or f and g (frog, flag).
3 Go around the classroom, monitoring and helping as necessary.
4 Check answers as a class.

Consolidation game

- Play *Tracing letters* (Games Bank, page 154) with the known phonics sounds.

Closing

- Distribute cards with words that have the letter sounds f and g. Ask students to work with their shoulder partner to color /f/ words in green and /g/ words in red.
- Explain that in the next lesson, they are going to practice writing the new letters.

LESSON 10 SB page 29 AB page 27

Objectives: To identify and use the phonics sounds /f/ and /g/
To trace and write the letters *f* and *g*
To blend sounds, and read and write words with f and g

Vocabulary: *green, goodbye*

Materials: Student's Book, page 29
Activity Book, page 27
Class CD
Digital Toolkit
Phonics cards: f/flag, /g/goat
A pencil for each student
Coloring pencils or crayons for each student
Optional: lines from the poem on page 26 of the Activity Book written on strips of paper

Opener

- Review the /f/ and /g/ sounds using the phonics cards. Ask students to say any other words they remember with the sounds. Praise all correct answers.

STUDENT'S BOOK page 29

1 Trace and copy

1 Help students to find page 29.
2 Point to the first letter. Say *What is it?* Elicit *f*. Say /f/ and ask students to repeat. Say /f/ *flag* for the students to repeat.
3 Demonstrate how to form the letters f/F correctly on the board then ask students to trace the letters in their books, then copy the letters in their books.
4 Repeat the procedure for the letters g/G.
5 Go around the classroom, monitoring and helping as necessary.

2 Listen, look and complete

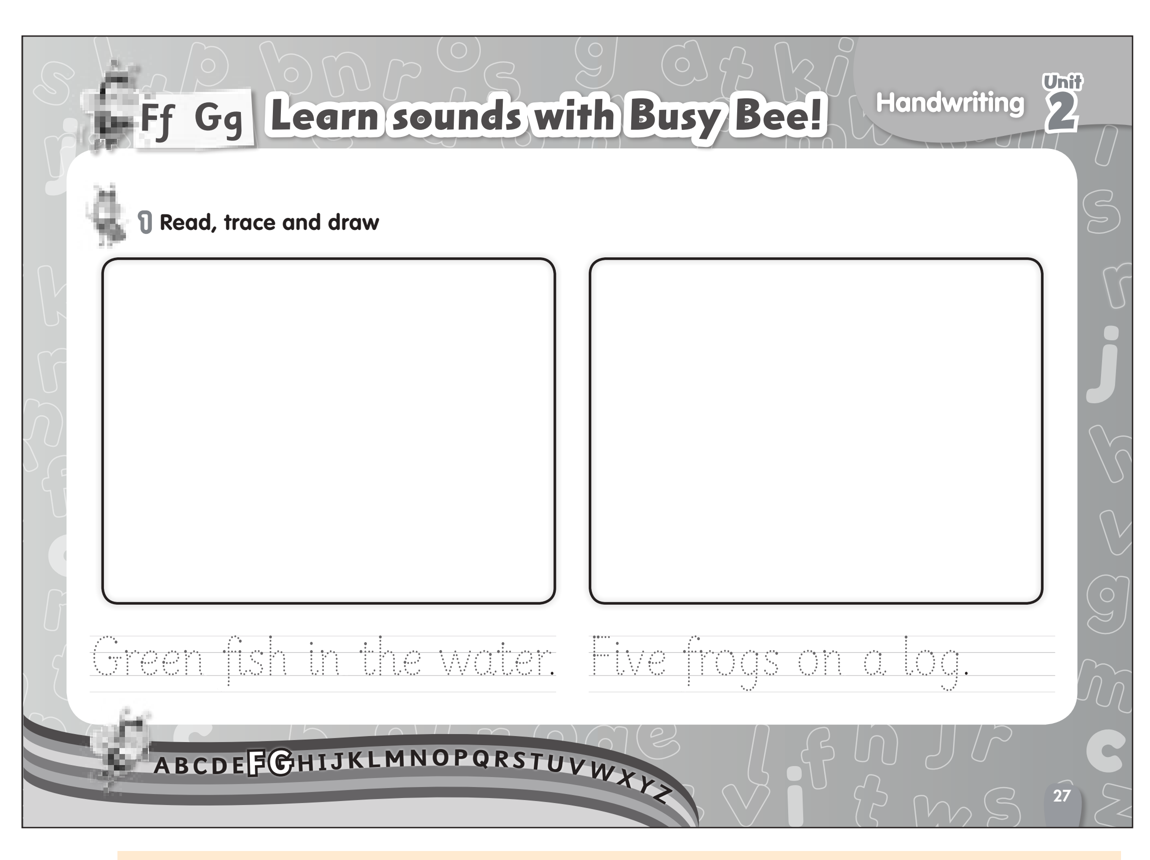
1 Focus students' attention on the pictures at the bottom of the page. Tell students they are going to hear the words, and they should listen carefully for the /f/ and /g/ sounds.
2 Play the CD, pausing after each word to give students time to write the correct letter to complete the word under the picture.



3 Make sure students are using the uppercase and lowercase letters in the correct place.
4 Encourage students to check their answers in groups.

Audioscript

1 *Fady*
2 *flag*
3 *Goodbye!*
4 *fish*





ACTIVITY BOOK page 27

1 Read, trace and draw

1 Help students to find page 27 in the Activity Book.
2 Focus students' attention on the sentences. Use calling sticks to choose a student to read each sentence.
3 Ask students to trace the sentences.
4 Students work individually to draw a picture to go with each sentence.
5 Go around the classroom, monitoring and helping as necessary. Ask students to read you their sentences and talk about their pictures.

Fast finishers



- Tell students to work in groups of four. Give each student in each group a line from the poem on page 26 of the Activity Book written on a strip of paper. (A dog on a log, / A frog on a flag. / Five little fish, / And a big red bag.)
- Students read their lines then stick them onto a sheet of paper in the correct order. Students decorate their poem and present it to the rest of the class, each reading their own line.

Consolidation game

- Put all the phonics flash cards taught so far on a table. Students practice pointing to and saying the words and letter sounds for the cards.

For next lesson

- Ask all students to bring in a clean empty plastic bottle.

Closing

- Work with the class to elicit words with the letter sounds f and g.
- As a preparation for the next class, show students a picture of a messy classroom. Ask students to say if they like the class or not. Ask why.
- Explain that in the next lesson, they are going to talk about helping at school.

Unit 2

LESSON 11 SB page 30 AB page 28

Objectives: To learn about community participation (cleaning the classroom)
To sing a song

Vocabulary: *clean, tidy, recycle/recycling*

Language: *Let's clean and tidy the classroom. (Sara), you clean/tidy (the tables). (Tarek), you take the (plastic bottles) for recycling.*

Issues: Community participation; cleaning the classroom

Life skills: Sharing: awareness of rules

Materials: Student's Book, page 30
Activity Book, page 28
Class CD
Digital Toolkit
Flash cards: clean, tidy, recycle
Optional: Clean, empty plastic bottles; craft materials; scissors; glue

Opener

- Play *What's this?* (Games Bank, page 154) to review classroom vocabulary.

Presentation

1 Ask students whether they help to keep things clean and tidy at home. Explain that it is important to keep things clean and tidy, so that everyone has a nice environment in which to live and work.

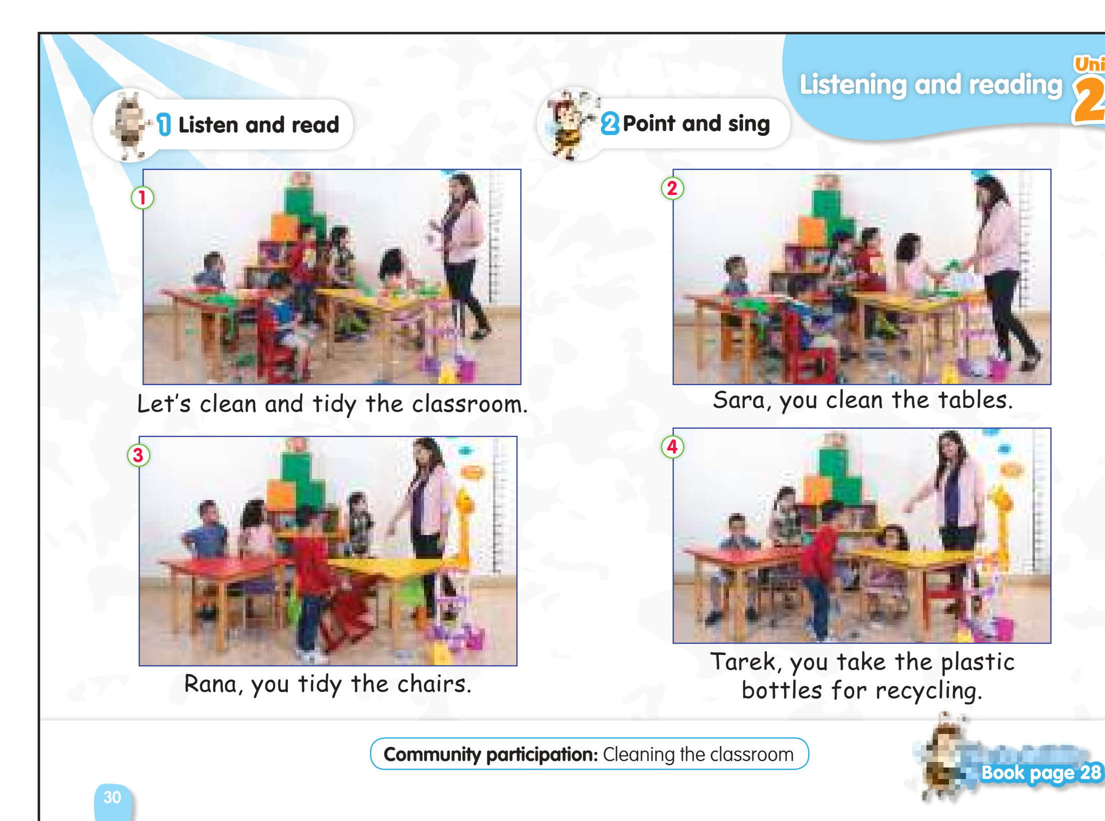
2 Ask students if they do any recycling at home. Discuss as a class what recycling means, and why it is important. Think about what things can and can't be recycled.

3 Use the flash cards to present and practice the new words clean, tidy and recycle. Point to the clean flash card and say clean. Students repeat several times chorally and individually. Repeat the procedure for the other words.

STUDENT'S BOOK page 30

1 Listen and read

1 Help students to find page 30.
2 Ask students *What can you see in the pictures?* Encourage students to name as many activities and other items as they can in the picture. Praise all correct answers.
3 Focus students' attention on the captions under each picture.



4 Tell students that they are going to listen to a teacher giving instructions to their class. Say *Let's listen!*
5 Play the CD, pausing after each sentence to allow students to read along.

Audioscript

Let's clean and tidy the classroom.
Sara, you clean the tables.
Rana, you tidy the chairs.
Tarek, you take the plastic bottles for recycling.

2 Point and sing

1 Ask students what they think they can do to help keep the classroom clean and tidy. Tell them that they are going to listen to a song about cleaning, tidying and recycling. Say *Let's sing!*
2 Play the song on the CD again several times, encouraging students to join in with the words when they are ready.
3 When students are confident, play the version of the song without words and encourage them to sing along



 1 Listen, read and number

① Tidy the chairs.

② Clean the tables.

③ Recycle the plastic.

2


3


1

28

Audioscript

Let's clean the classroom
Clean the tables.
Clean the board.
Well done everyone!

Let's tidy the classroom
Tidy the chairs.
Tidy the pencils.
Well done everyone!

Let's recycle the plastic
Recycle the bottles.
Recycle the pens.
Well done everyone!
Let's help the teacher!
Help our friends.
Smile and work hard.
Well done everyone!

ACTIVITY BOOK page 28

1  Listen, read and number

1 Help students to find page 28 in the Activity Book. Focus students' attention on the sentences. Tell students that they are going to hear each of the sentences, and that they should write the number of the sentence next to the correct picture.
2 Say *Let's listen*. Play the CD, pausing after each sentence to give students time to write the number.

Audioscript

1 *Tidy the chairs.*
2 *Clean the tables.*
3 *Recycle the plastic.*

Fast finishers

- Students work in pairs to design a poster of ways that they can help to keep the classroom clean and tidy. Display the posters in the classroom.

Consolidation game

- Play *Teacher says* (Games Bank, page 154) with the cleaning and recycling vocabulary. Say, for example, *Teachers says … clean the desks!* and encourage students to mime cleaning their desk.

Class craft (optional)

- Use the plastic bottles that students have brought in to make a recycled pencil pot. Help students to cut off the neck of the bottle (ensuring that there are no sharp edges) and then to decorate the remaining part with craft materials. Students can use their creations to store pens and pencils in, helping to keep their workspace clean and tidy.

Closing

- Ask students what they talked about today. Elicit from them that they talked about keeping places tidy and clean.
- Explain that in the next lesson, they are going to learn more about helping.

LESSON 12 SB page 31 AB page 29

Objectives: To learn about environmental responsibility (recycling)
To learn about community participation (cleaning the classroom)

Vocabulary: *recycles, cleans, tidies*

Language: *(A) tidies the table. (C) recycles plastic cups.*

Materials: Student's Book, page 31
Activity Book, page 29
Class CD
Digital Toolkit
A pencil for each student

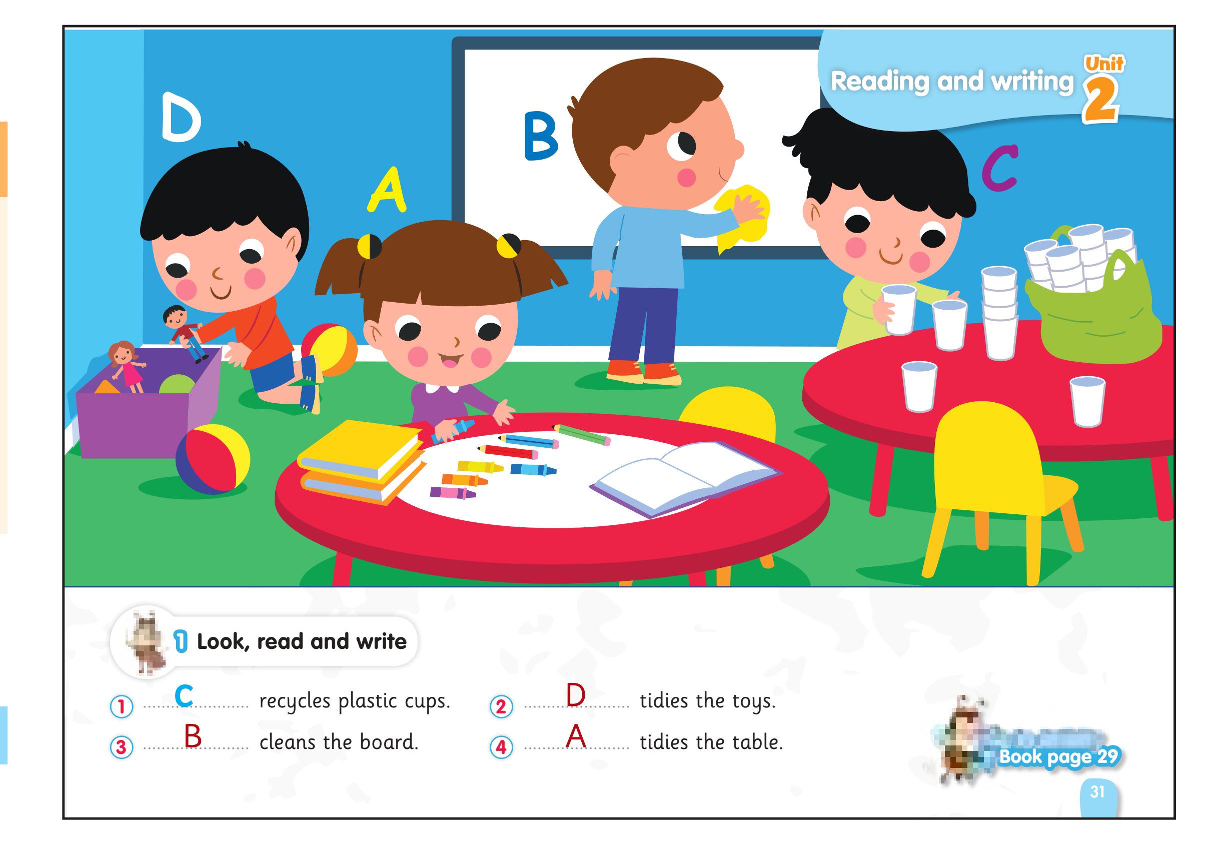
Opener

- Play *Mime it* (Games Bank, page 153) with the words clean, tidy and recycle.
- Play the song from Lesson 11 on the CD again to review the new vocabulary.

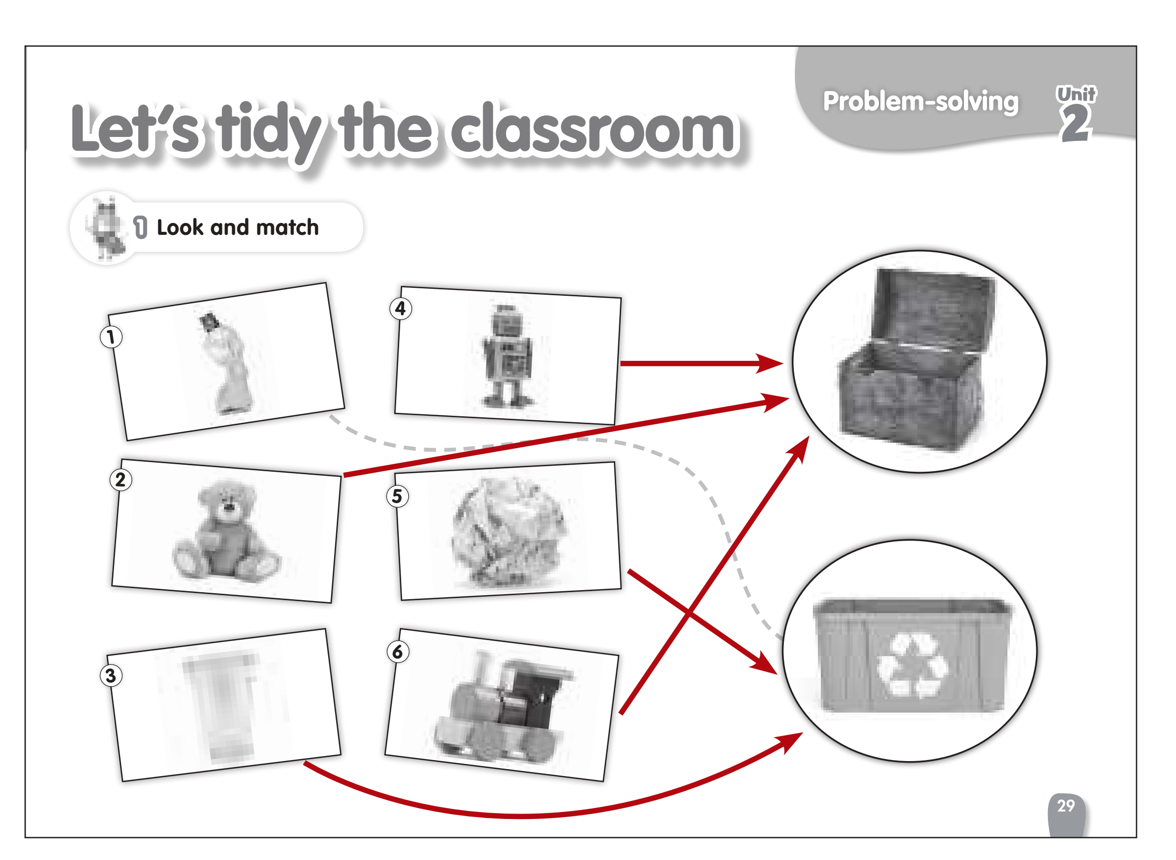
STUDENT'S BOOK page 31

1 Look, read and write

1 Help students to find page 31. Ask students to tell you what they can see in the picture. Praise all correct answers.
2 Focus students' attention on the sentences at the bottom of the page. Read the first sentence: *C recycles plastic cups*. Ask students to find and point to the child labelled C in the picture. Point out that C has been written at the beginning of the first sentence as an example. Ask students to find the three other children in the picture who are labelled.
3 Ask students to work with their shoulder partners to read the sentences and write the correct letter.
4 Go around the classroom, monitoring and helping as necessary.
5 Check answers as a class.









ACTIVITY BOOK page 29

1 Look and match

1 Help students to find page 29 in the Activity Book.
2 Ask students *What can you see in the pictures?* Encourage students to name as many activities and other items as they can in the pictures. Praise all correct answers.
3 Focus students' attention on the toy box and recycling box on the right-hand side of the page. Ask students to tell you what sort of things can be recycled (plastic, paper, cans, etc.)
4 Show students the line drawn between the plastic bottle and the recycling box. Students work individually to match each of the items to the correct box.
5 Go around the classroom, monitoring and helping as necessary.
6 Check answers as a class.

Fast finishers



- Students can draw more things in their Activity Books that can be recycled and tidied away and match them to the correct box.

Consolidation game

- Help students to get into groups of three or four. Assign each group a task involving tidying, cleaning or recycling around the classroom and ensure that they work together to carry out the task. Ask students to tell you in English what they are doing, and what other students are doing.

Closing

- Encourage students to help tidy their classroom.
- Explain that in the next lesson, they are going to read a story.

Unit 2

LESSON 13 SB pages 32–35 AB pages 30–31

Objectives: To listen and follow a picture story
To think about what happens next in a story
To think about how to solve a problem
To learn about the importance of listening to advice
To work together in groups.

Vocabulary: *clean, house, bathroom, tidy, bedroom, recycling, kitchen, recycle, paper, plastic, street*

Language: *Can you (clean) the (bathroom)? Can I help?*

Life skills: Problem solving

Materials: Student's Book, pages 32-35
Activity Book, pages 30-31
Class CD
Digital Toolkit
Flash cards: Family; Rooms; clean, tidy, recycle
Unit 2 cut-outs, Activity Book, page 87
Glue
A pencil for each student
Optional: clean plastic packaging, old newspapers, scrap paper, cardboard, etc. Four boxes or baskets, one labelled 'Plastic' and one labelled 'Paper'

Opener

- Revise the vocabulary for family and rooms using the flash cards.

STUDENT'S BOOK pages 32–35

1 Listen, read and point

1 Help students to find page 32. Look at the story frames with the class. Ask them what and who they can see in the pictures by pointing to the characters and items and saying *Who / What is this?*
2 Point to frame 1. Can the students guess where Adam and Dina are? (in the kitchen) What is the family doing? Why do they think this?
3 Read the question in the *Think!* box with the class. Explain that we should always try to help to keep our house clean and tidy. Ask students what they do to help at home. Discuss the student's answers.



4 Look at frame 2 with the class. Can the students guess where Mommy and Dina are now? (in the bathroom) Ask *What can you see?* (a mess) Ask *What does Dina need to do?* (clean the bathroom)
5 Point to frame 3. Can the students guess what Mommy is asking Adam to do? (tidy his bedroom). Can the students see any items that can be recycled?
6 Look at frame 4 with the class. What is Daddy doing? (cleaning / tidying) Is he recycling? (no)
7 Point to frame 5. Discuss why Adam is confused. Encourage students to think about how important it is to recycle, but that we must sort rubbish into the right place to recycle properly. Ask students to think about what Busy Bee is doing. Is she helping Adam? (yes, she's giving him advice)
8 Play the CD from frames 1-5. Students listen and point to each frame.
9 After the end of frame 5, pause the CD. Read Busy Bee's speech bubble. Ask students what Adam needs to do to his rubbish to recycle it. (sort it into paper and plastic)
10 Ask students to predict what will happen next in the story.
11 Continue playing the story.
12 Play the story again. Students listen, point to each frame and join in with any words they can.





Audioscript

Narrator:	*Let's clean the house!*
1	
Mommy:	*Can you help clean our house?*
Adam and Dina:	*Yes, Mommy!*
2	
Mommy:	*Dina, can you clean the bathroom?*
Dina:	*Yes, Mommy.*
3	
Mommy:	*Adam, can you tidy your bedroom? Bring the recycling to the kitchen, please.*
Adam:	*Yes, Mommy.*
4	
Mommy:	*Don't forget to recycle!*
5	
Busy Bee:	*Can I help, Adam?*
Adam:	*Yes, please. I don't know what to do.*
Busy Bee:	*Let me help. You need two bags - one for paper and one for plastic.*
6	
Adam:	*This is my street!*
Busy Bee:	*Yes, and that is where you recycle!*
Dina:	*Thank you, Busy Bee!*



Consolidation game

- Help students to get into six groups. Allocate each group a frame from the story to act out. Circulate, making sure that students know who is speaking in each frame and what they are saying.
- Gather the whole class together to act out their frames in order.

We can recycle!

- Help students to find page 35. Look at the photograph with the class. Ask *What can you see?* (a boy recycling)
- Discuss how we can recycle at home and at school. Accept all reasonable answers. Explain that we should try to recycle our rubbish so that it can be turned into other things and used again. Talk about how this is a good thing to do for the environment.
- Ask students to tell you about a time that they recycled.
- If possible, you might like to arrange a visit to a local recycling centre, or watch a video showing what happens to our recycling.

Class activity (optional)

- Have a recycling relay race. Place two baskets of rubbish at one end of the room. Each basket should contain the same number of items, a mixture of paper and plastic rubbish.
- At the other end of the room, place one basket labelled 'Paper', and another basket labelled 'Plastic'. Point to each of the labels and elicit the words.
- Organize students into two groups and ask each group to line up behind a basket of rubbish.
- On your signal, the first student in each line takes a piece of rubbish from their basket, shows it to their group, who call out either paper or plastic. The student holding the rubbish then runs to the other side of the room and puts the rubbish into the correct box. They return to their group and the next student in the line takes their turn.
- The winning team is the team who empty their basket first.





Let's clean the house!

Story Unit 2

1 Look and trace

2 Write sentences

① Dina ② Adam ③ Busy Bee

Dina cleans the bedroom. Adam cleans the bathroom. Busy Bee cleans the living room.

30

We can recycle!

Connect with Science Unit 2

1 Cut and stick

2 Trace

Paper

Plastic

Go to page 87

We can recycle.

31

ACTIVITY BOOK page 30

1 Look and trace

1 Help students to find page 30 in the Activity Book.
2 Ask students to look at each of the scenes from the story and trace the name of the family member who cleans the room underneath.
3 Encourage a confident student to come to the front and read the sentence. Students then trace the sentence written below Dina.

2 Write sentences

1 Point at Adam and the picture below his name and ask *Which room did Adam clean?* Elicit *Bathroom*.
2 Say *Adam cleans the bathroom*. Students repeat after you. Ask them to write down the sentence.
3 Repeat the procedure for Busy Bee. Encourage students to say the full sentence.
4 Play the story on the CD again, pausing after Frames 2, 3 and 4 to allow students to check their answers.

ACTIVITY BOOK page 31

1 Cut and stick

1 Help students to find page 31 in the Activity Book.
2 Point to the frames and tell students that they are going to sort some rubbish so that it can be recycled. Point to each of the labels on the frames and elicit the word.
3 Tell students to find the Unit 2 cut-outs on page 87. First, students cut out the items of rubbish, then they work with their shoulder partner to sort the rubbish and stick each item into the correct frame.
4 Go around the classroom, monitoring and helping as necessary, ensuring that students are working together. Ask students to talk about what they are doing.

2 Trace

1 Invite a confident student to the front of the class to read the sentence.
2 Provide help if necessary and repeat the sentence.
3 Students then repeat the sentence several times after you and trace it.

Class craft (optional)

- Ask students to think about the recycling that they do at school. Students work in groups of three or four to design and draw a poster explaining how to recycle, and why it is important. Display the posters in the classroom or around the school.

Closing

- Get students to work in pairs to draw or write one thing they learned from the story. Get pairs to present what they drew or wrote.
- Explain that in the next lesson, they are going to do a project.

LESSON 14 SB page 36 AB page 32

Objectives: To work on a project
To make a set of community rings

Vocabulary: *house, street, village, city, country*

Language: *This is my (house).*

Materials: Student's Book, page 36
Activity Book, page 32
Class CD
Digital Toolkit
Flash cards: Places
Unit 2 cut-outs, Student's Book, page 97
Colored pencils or crayons for each student
Glue
A completed set of community rings to show the class if possible
Optional: Photographs of students playing with their community rings

Opener

- Ask students to tell you about the story. Which family members are at home? What did Mommy want Adam, Dina and Daddy to do? Which room did each family member clean or tidy? What did Adam need help with? Who helped Adam? Praise all correct answers.
- Revise the places vocabulary using the flashcard. Hold up each flash card and elicit the word. Encourage students to tell you the name of their street, village or city, and country.
- If you have made a class street display, point to each of the houses and invite the student who made it to say This is my house!

STUDENT'S BOOK page 36

1 Make community rings

1 If you have made a set of community rings, show them to the class. Say *These are my community rings. This is my country. This is my city. This is my street. This is my house. This is me!* Make sure each student has seen it properly by taking it around the class.
2 Help students to find page 36. Look at the pictures with the class. Say *Look! The children are making community rings. Here are the materials. They are drawing their faces on the smallest ring. They color the circles and write the words. They stick the circles together.*
3 Explain to the class that they are going to make their own community rings, following the instructions in the pictures. Say *Now you try!*



4 Help students to find the Unit 2 cut-outs on page 97.
5 First students cut out the rings. Then they draw their own face in the smallest circle. They read the words written on the remaining circles.
6 Help each student to stick their circles together with the largest circle on the bottom and the smallest circle on the top, making sure that the words on each circle are visible.
7 Monitor students' work. Ensure that they clean and tidy up when they finish.

2 Look and say

1 Put students into pairs. Tell them to take turns showing their community rings to their partner and say *This is my (village)*. Encourage students to give as much information as they can about each place.
2 Praise their work *Well done, everyone! Great community rings. I saw good coloring and good reading*.







ACTIVITY BOOK page 32

1 Look, color and trace

1 Help students to find page 32 in the Activity Book. Point to the images on the left and elicit the words house, street, village, country.
2 Students color each of the images than tell their shoulder partner about each one.
3 Ask a confident student to come to the front and read the sentences.
4 Students then trace the sentences and repeat them several times.

2 Read, draw and share

1 Students can draw a picture or stick in a photo of them looking at their community rings. They can present their photos to the class, saying *This is a picture of me with my community rings*.

Consolidation game

- Play *What's missing* (Games Bank, page 154) with the places and rooms flash cards.

Closing

- Write **house, street, village** and **country** on the board, but not in order. Ask the students to help you order these words from the smallest to the biggest.
- Explain that in the next lesson, they are going to show and tell about where they live. Ask them to bring in pictures or anything else they would like, to help them explain.

Unit 2

LESSON 15 SB page 37 AB page 33

Objectives: To revise the unit content
To talk about where they live

Vocabulary: *house, street, village, city, county*

Language: *This is my (country). I live in (Mansoura). The name of my street is ... .*

Materials: Student's Book, page 37
Activity Book, page 33
Digital Toolkit
Flash cards: Jobs; Rooms; Places; Cleaning
Relevant posters
Colored pencils or crayons for each student
Students' community rings from Lesson 14

Opener

- Look at the community rings that the students made in Lesson 14 together, and talk about them as a class. Say *What great community rings! I can see (Salma).*
- Ask students what they can remember from this unit. Say *What can you remember?* Look at the flash cards and posters together again and revise the unit vocabulary.

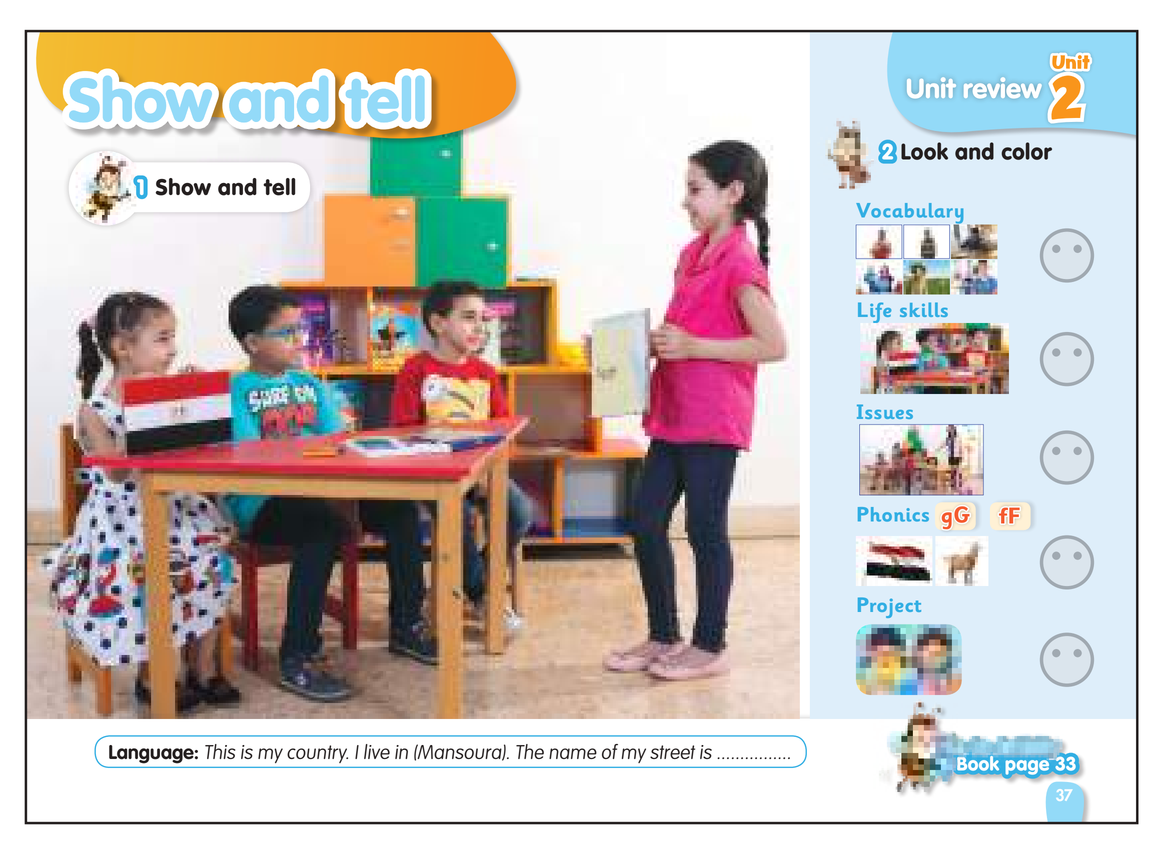
STUDENT'S BOOK page 37

1 Show and tell

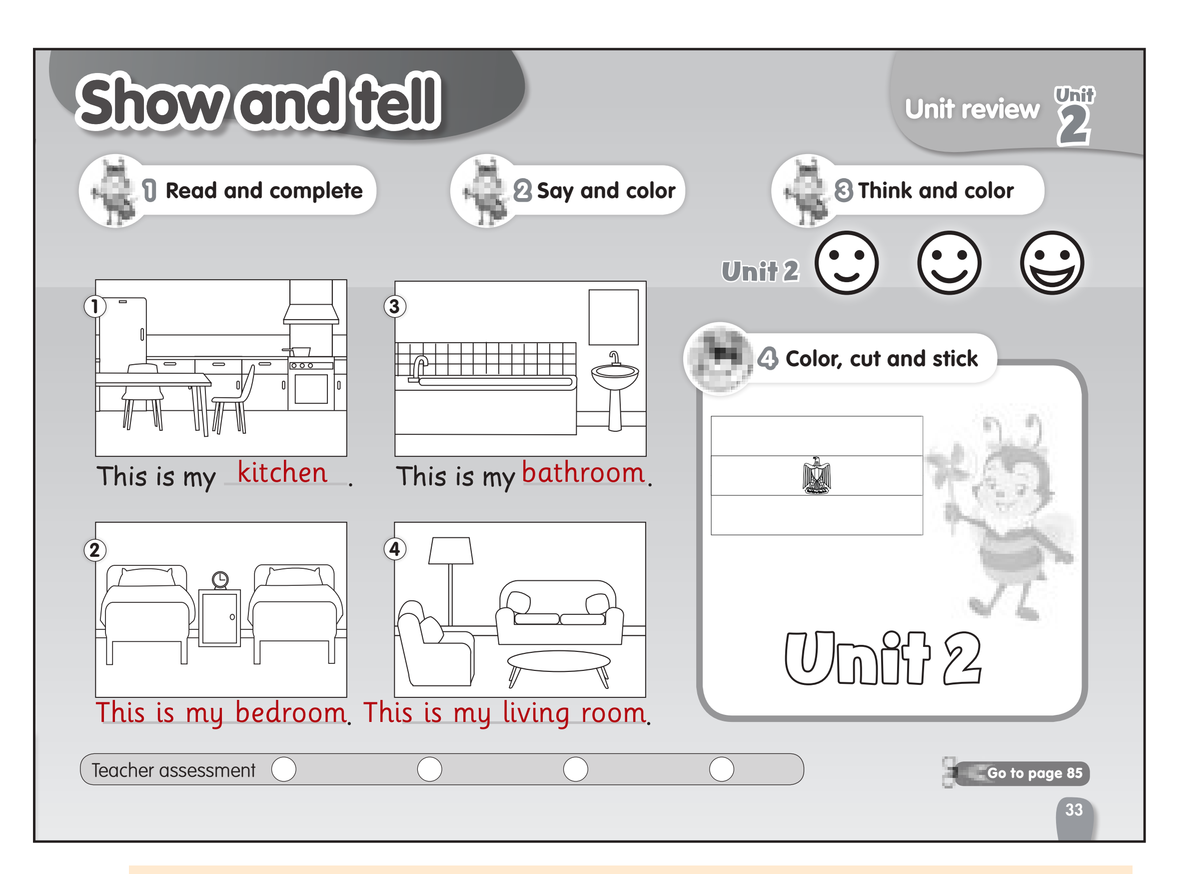
1 Help students to find page 37. Look at the page with the class, and explain that the children in the picture are talking about where they live.
2 Say *Let's say*. Put students into pairs. Students find out about their partner: which street they live on, which country they live in, etc.
3 Either invite each pair to the front of the class to talk about each other, or put students into small groups to talk about their partners.
4 Encourage students to use the words and phrases they have learned.

2 Look and color

1 This is a self-assessment activity. Students look at the categories: *Vocabulary* (for the new words for jobs, rooms, places and cleaning), *Life skills* (sharing) (awareness of roles), *Issues* (community participation) (for their understanding of cleaning, tidying and recycling), *Phonics* (they know the phonics sounds /f/ and /g/), and *Project* (for their community rings).



2 For each category, students draw a smile and color the face next to the pictures if they feel they have understood the section.





ACTIVITY BOOK page 33

1 Read and complete

1 Help students to find page 33 in the Activity Book. Focus students' attention on the pictures of the rooms.
2 Look at the first picture and ask *What is it?* Elicit *Kitchen*. Read the full sentence *This is my kitchen* and encourage students to repeat.
3 Students work individually to complete the rest of the sentences.
4 Check answers as a class.

2 Say and color

1 Put students into pairs. Students take it in turns to look at the picture and say a sentence about it, e.g. *This is my kitchen. This is my bedroom.*
2 Go around the classroom, monitoring and helping as necessary. Ensure that students are speaking in full sentences and using correct pronunciation.
3 Choose a confident pair of students to repeat the task in front of the class.
4 Students then color the rooms.

3 Think and color

1 This is a self-assessment activity. Students reflect on the unit and decide how well they have understood it. They choose the correct face and color it. They could use the *Look and color* activity on Student's Book page 37, to help them decide.
2 Go around the classroom and guide students as they work.

4 Color, cut and stick

1 Students color the flag and the unit number.
2 Help the students find the Unit 2 cut-outs at the back of the Activity Book (page 85). Students find the correct bee figure, cut it out and stick it in the correct place on the page.
3 See the notes on page xix for guidance on how to complete the Teacher assessment at the bottom of the page.

Fast finishers

- Ask students to look back at Unit 2 in their Student's Book with a partner, pointing to and saying as many words as they can.

Consolidation game

- Play *Point to the card* (Games Bank, page 153) with the unit vocabulary.

Closing

- Play *Thumbs up* with the students: Write or draw some items from the unit on the board, and point to each. Ask students to put their thumbs up if they know the word and their thumbs down if they don't know it.
- Explain that in the next lesson, they are going to make a storybook.



LESSON 16 AB Pages 34-36

Objectives: To read simple sentences

Vocabulary: *ink, water, flag, frog, log, fish, goat, five, boat*

Materials: Activity Book, pages 34-36
Digital Toolkit
Phonics cards: k/kick, w/water, f/flag, g/goat
Colored pencils or crayons for each student
Scissors

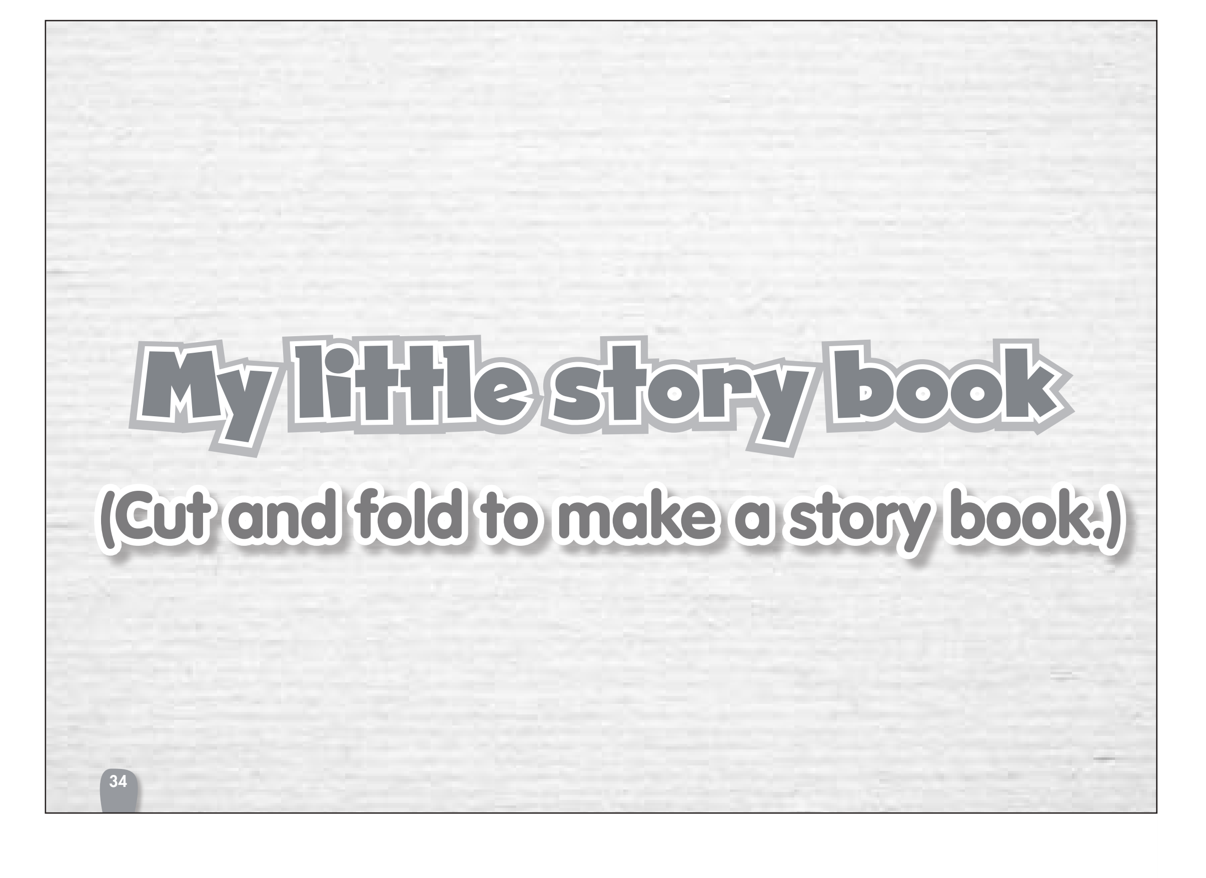
Opener

- Review the /k/, /w/, /f/ and /g/ sounds using the phonics cards. Ask students to say any other words they remember with the sounds. Praise all correct answers.
- Put all the phonics flash cards taught so far on a table. Students practice pointing to and saying the words and letter sounds for the flash cards.

ACTIVITY BOOK pages 34-36

My farm flag

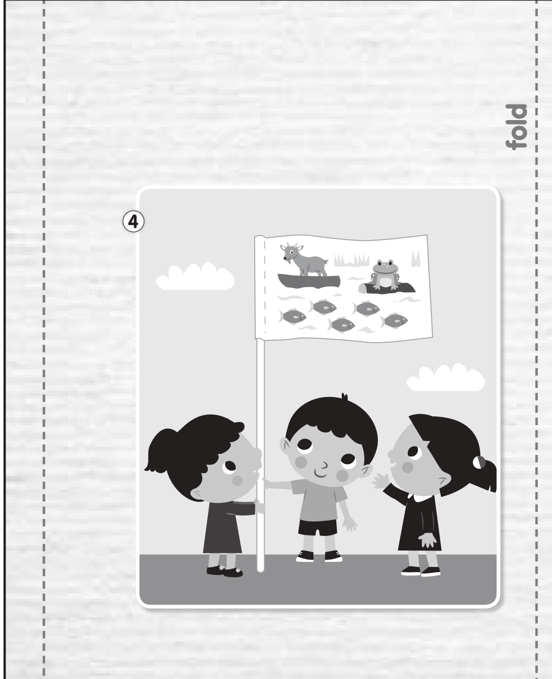
1 Help students to find page 34 in the Activity Book. Explain that students are going to make a little story book.
2 Assign students into groups of four. Ask students to turn to page 35 and to write their name in the upper-right corner.
3 Hand out scissors and help students to cut out their story pages along the line on the left.
4 Help them to fold the paper in the middle along the dotted line, to make a book. Ask *Where is the front of the book?* and explain that the front of the book is where their name and the title of the story is. Show that the book is read from left to right because it is an English book.



My name: ___

My farm flag

fold

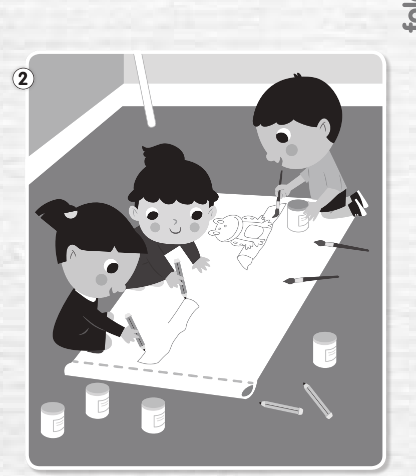




Look! A flag and some ink.

35

fold



The flag is big.



There's a frog on a log.
There's a goat in a boat.
There are five fish in the water.

36

5 Point to the first sentence and ask students if they recognize any of the words. Read each word *Look! A flag and some ink.*

6 Read through the book with the class. Ask questions to check understanding:
- What are the children doing?
- Is the flag big or little?
- What animals can you see?
- Where is the frog?
- Where is the goat?
- How many fish can you see?

7 Student color their pictures, adding as much detail as they choose. Circulate, asking students to tell you about their pictures, what colors they have used, etc.

8 Invite one group to read the story for the class: each group member reads one part. Help them to sound out the words. When they have returned to their seats, make a little note to remind you of how well they completed the activity.

9 Encourage students to take their books home to share with their families.

Consolidation game

- Play *Pass the letter* (Games Bank, page 153) with known phonics sounds.

Closing

- Say You made a storybook. Well done!
- Explain that in the next lesson, they are going to learn about nature.

LESSON 1 SB page 40 AB page 38

Objectives: To identify vocabulary for different garden items

Vocabulary: *garden, flower, plants, bees, birds, butterfly*

Language: *It's a (garden). They're (plants).*

Materials: Student's Book, page 40
Activity Book, page 38
Class CD
Digital Toolkit
Flash cards: garden, flower, plants, bees, birds, butterfly
Relevant posters
Colored pencils or crayons for each student

Opener

- Use the relevant posters to review places and rooms in the home.
- Explain to students that now they have learned about things inside the home, they're going to learn about things outside the home, in the garden.

Presentation

1 Use flash cards to present and practice the new garden words: *garden, flower, plants, bees, birds* and *butterfly*.
2 Point to the garden picture and say *garden*. Students repeat several times chorally and then individually.
3 Repeat the procedure for the other items.
4 Then point to each item in turn and ask *What is it?* Vary the order you point to the items.
5 You can also practice the new words using the relevant poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster and ask *What is it?* Help the student to say the word.
6 Play *Go to the card (1)* (Games Bank, page 152) to practice the words.

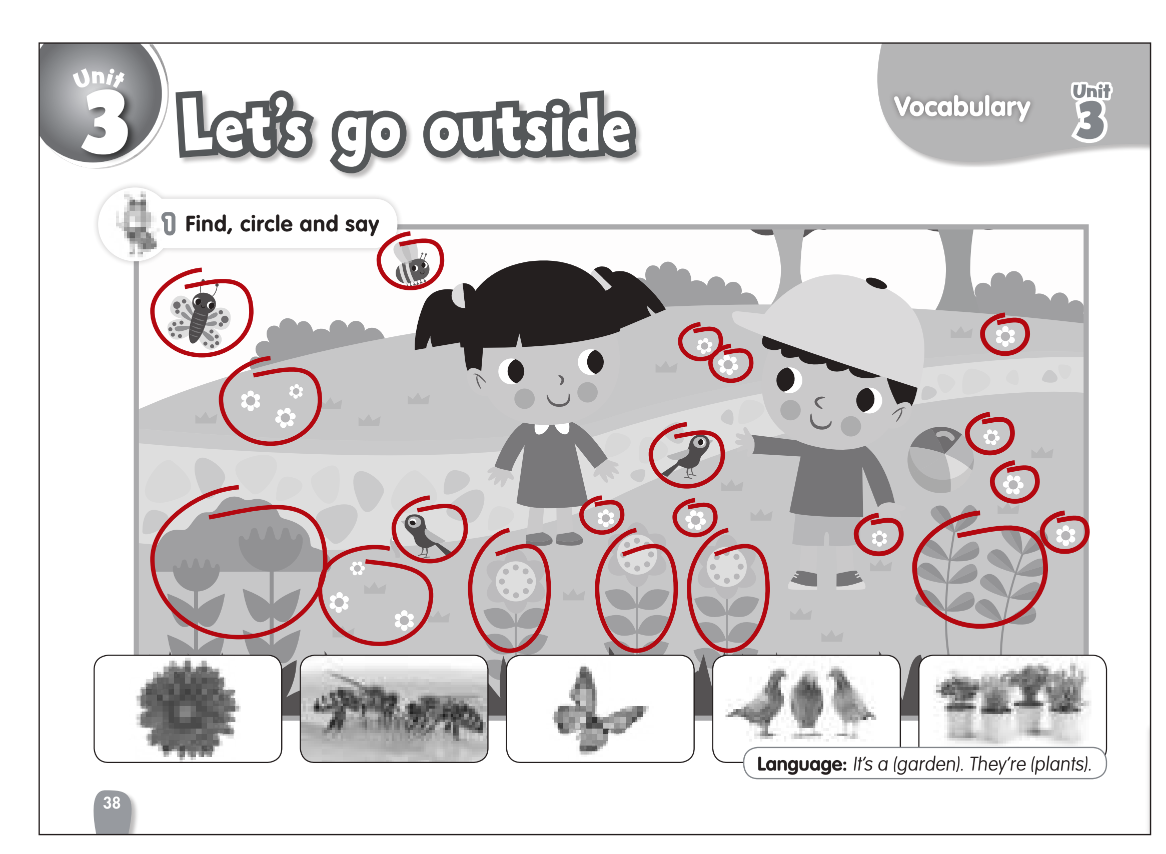


STUDENT'S BOOK page 40

1  Listen and find

1 Help students to find page 40. Ask students *What can you see in the picture?* Encourage students to name the things in the garden and to name as many other items as they can in the picture.
2 As a student names an item, ask them *What color is it?* or *How many are there?* Praise all correct answers.
3 Then say *Now listen*. Play the CD, pausing after each statement for students to find the correct item in the picture and point to it. Encourage them to hold up their books, point to the picture and repeat the word.





Audioscript

Dina: *It's a garden.*
Adam: *It's a flower.*
Dina: *They're plants.*
Adam: *They're bees.*
Dina: *They're birds.*
Adam: *It's a butterfly.*

ACTIVITY BOOK page 38

1 Find, circle and say

1 Help students to find page 38 in the Activity Book.
2 Focus students' attention on the small pictures under the main picture. Use calling sticks to choose students to name each of the items in the small pictures.
3 Put students into pairs. Tell the students that they are going to find the things in the small pictures in the big picture. Point to the picture of the flower and ask students to find and circle the flowers in the big picture. Say *There is a flower. They're flowers*. Encourage students to repeat as a class.
4 Check understanding then ask students to continue the exercise in the same way with their partner.
5 Go around the classroom, monitoring and helping as necessary. Ask students to tell you the things they can see in the big picture.

Consolidation game

- Use calling sticks to choose a student to stand up and mime being one of the garden creatures. The other students try to guess what creature it is.
- Play *What's missing?* (Games Bank, page 154) with the garden vocabulary.

Closing

- Hold up page 40 of the Student's Book. Ask students to work with their shoulder partners to point to some items in the picture using *It's… / They're…* . Go around and check.
- Explain that in the next lesson, they are going to learn some new words about nature..

Unit 3

LESSON 2 SB page 41 AB page 39

Objectives: To identify different garden items
To read and trace words for different garden items

Vocabulary: *garden, flower, plants, bees, birds, butterfly*

Language: *What's this? It's a (butterfly).*

Materials: Student's Book, page 41
Activity Book, page 39
Class CD
Digital Toolkit
Flash cards: Garden
A pencil for each student
Optional: paper for the *Fast finishers* activity

Opener

- Play *Point to the card* (Games Bank, page 153) with the flash cards of garden items.

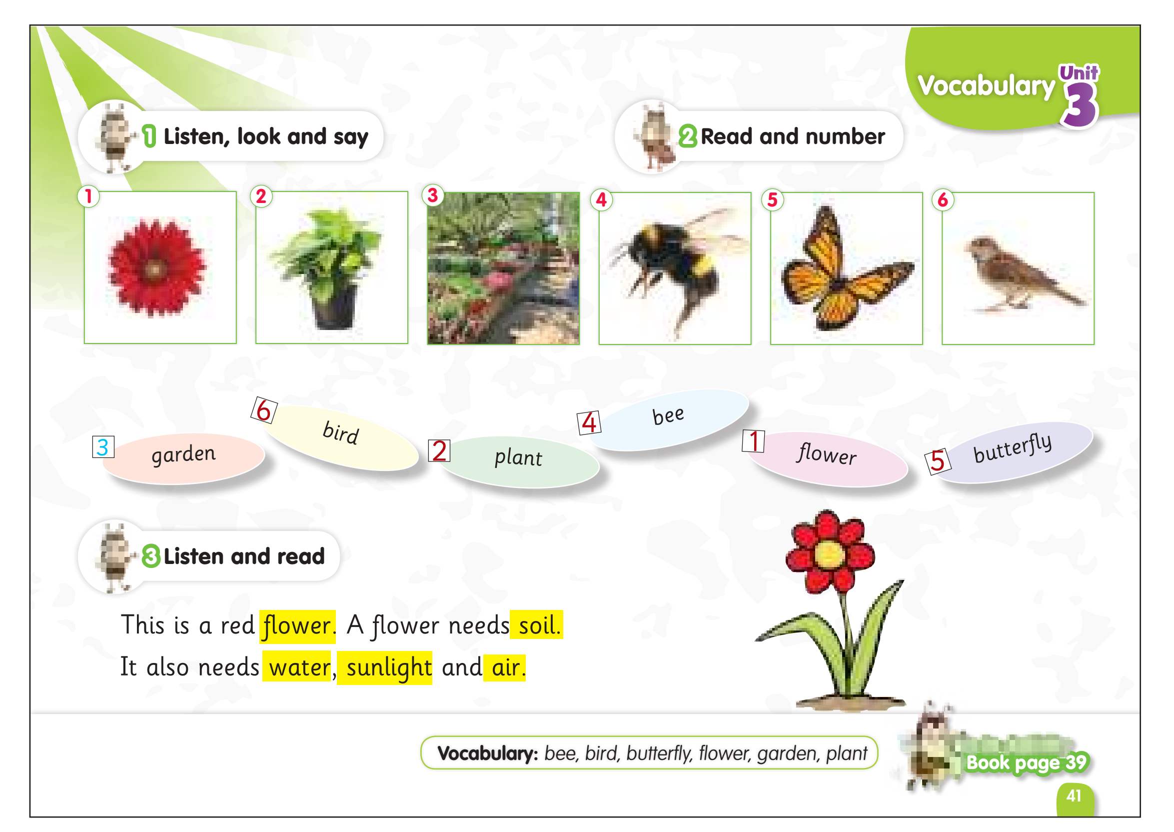
STUDENT'S BOOK page 41

1 Listen, look and say

1 Help students to find page 41. Ask students if they can identify any of the things shown on the page. Praise all correct answers.
2 Tell students that they are going to listen and point to the correct garden items.
3 Say *Let's listen.*
4 Play the CD, pausing after each word. Ask students to hold up their books and point to the garden item they heard.
5 Point to the pictures in a random order and encourage students to say the word. Increase the speed at which you point to the pictures as students become more confident.

Audioscript

1 *flower*
2 *plant*
3 *garden*
4 *bee*
5 *butterfly*
6 *bird*



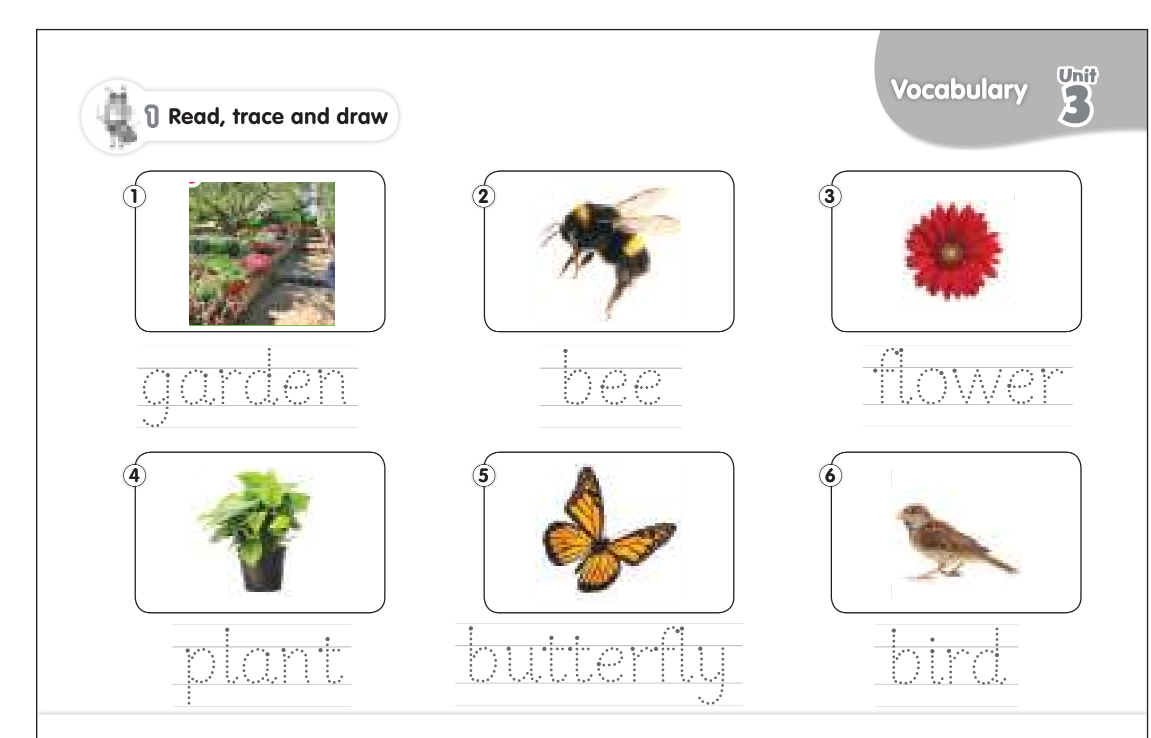
2 Read and number

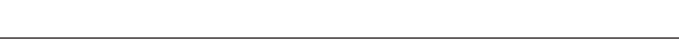
1 Put students into pairs. Focus students' attention on the words in the middle of the page.
2 Tell students that they are going to read the words and write the numbers to match each word to the correct picture. Point out that the number 3 has already been written in the box next to the word garden, matching it to picture 3.
3 Ask students to take turns to point to a word and tell their partner what it says, with their partner finding the matching picture and saying the number. Both students write the number in the correct box.
4 Check answers as a class.

3 Listen and read

1 Point to the photo in Exercise 3 and ask *What's this?* Encourage the student to answer *It's a (flower).* Encourage students to say the colors they can see.
2 Tell students that they are going to listen to and read the text.
3 Play the audio, sentence by sentence, holding up your book and showing students the text.
4 Ask students *What does a flower need*? Elicit *Water, soil, sunlight and air*.







This is a red flower. A flower needs soil. It also needs water, sunlight and air.

ACTIVITY BOOK page 39

1 Read, trace and draw

1 Help students to find page 39 in the Activity Book. Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.
2 Focus students' attention on the words in tracing font under each drawing box. Point to each word in turn and read with the class.
3 Focus attention on the first word (garden). With your back to the class and the page visible to the students, trace the dotted letters with your finger, making the beginning of the trace and the direction clear.
4 Instruct students to do the same; trace the dotted letters, first with a finger and then with a pencil.
5 Students draw a picture of a garden in the box above the word.
6 Students work individually to complete the exercise, tracing each word and drawing a picture to match.
7 Go around the classroom, monitoring and helping as necessary.

Fast finishers

- Students can draw and color a picture of themselves in their garden (real or imagined). Encourage them to title the picture 'My garden', and ask them to label items within the garden. Display the pictures on the wall of your classroom.

Consolidation game

- Play *Word whispers* (Games Bank, page 154) with the garden flash cards.
- Play *In my garden, I can see…* Say *In my garden, I can see … a butterfly*. Point to a student and encourage them to say *In my garden, I can see a butterfly and … a bee*. Continue selecting students and encouraging them to add to the list of things that can be seen in the garden. Students may name anything in English that they know to add to the list, even if it wouldn't be likely to see that thing in a garden (for example: *a camel: a sandwich, etc.*).

Closing

- Draw some items from the lesson on the board. Use calling sticks to select students to point an item and try to write it on the board.
- Explain that in the next lesson, they are going to learn to talk about 1 or more things in English.

Unit 3

LESSON 3 SB page 42 AB page 40

Objectives: To identify vocabulary for garden items
To understand the difference between talking about things in the singular or the plural
To read and write words to do with the garden

Vocabulary: *garden, flower, plants, bees, birds, butterfly, roots, stem, leaves*

Language: *What's this? It's a (butterfly). What are these? They're (birds).*

Materials: Student's Book, page 42
Activity Book, page 40
Class CD
Digital Toolkit
Relevant posters
Flash cards: Garden
Coloring pencils or crayons for each student

Opener

- Play *Go to the card (2)* (Games Bank, page 152) to review garden vocabulary.
- If students have drawn pictures of their own gardens, invite them to show their work to the class.
- Remind students of the words leaves and roots from the KG1 course using a picture of the plant's parts. Introduce the work stem.

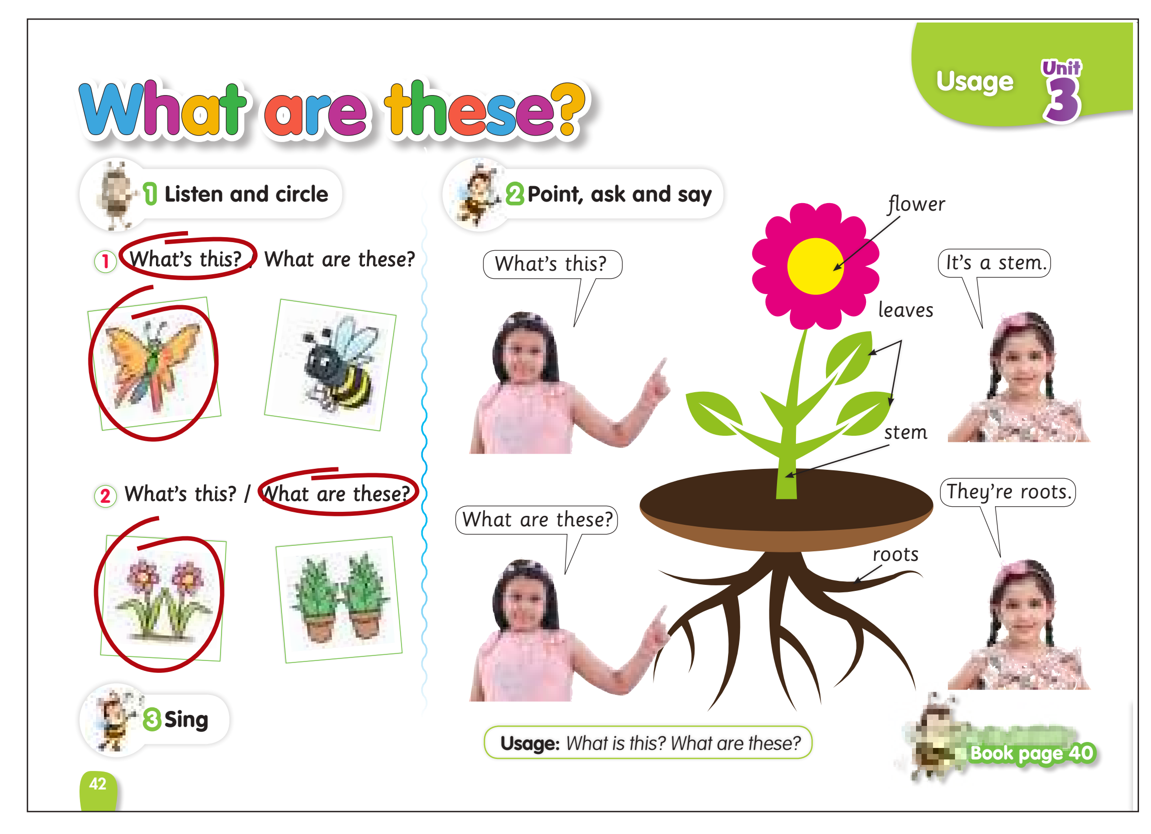
Presentation

1 Display the relevant poster and ask students what they can see.
2 Point to the butterfly and say *What's this?* Elicit the answer *It's a butterfly*. Then, point to two flowers. Ask *And what are these?* Say *They're flowers*.
3 Point to the butterfly again saying *It's a butterfly,* then to the flowers saying *They're flowers*. Ensure that students understand that when there is more than one thing, we ask *What are these?* and answer *They're…*

STUDENT'S BOOK page 42

1 Listen and circle

1 Help students to find page 42. Ask students if they can identify any of the items shown on the page. Praise all correct answers.
2 Point to sentence 1 and read with the class.
3 Tell students that they are going to listen and circle the correct question and the correct picture to answer that question.



4 Say *Let's listen*.
5 Play the CD, playing each dialogue twice. Ask students to circle the question that they heard. Play the dialogue again, asking student to circle the correct picture.

Audioscript

1
Girl: *What's this?*
Boy: *It's a butterfly.*

2
Girl: *What are these?*
Boy: *They're flowers.*

2 Point, ask and say

1 Focus students' attention on the flower on the right-hand side of the page. Point to the first label and ask *What's this?* Elicit the answer *It's a flower*. Point to the second label and ask *What are these?* Elicit the answer *They're leaves.*
2 Point at the girls and the speech bubbles. Read the sentences and explain to students that they are going to do the same as the girls in the pictures.
3 Put students into pairs. Students take it in turns to point to each part and ask *What's this?* or *What are these?* depending on the number of each thing within the picture. Their partner answers the question with *It's a …* or *They're …*
4 Go around the classroom, monitoring and helping as necessary. Ensure that students are using the correct language when asking and answering questions.



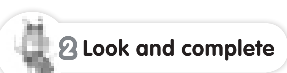
What are these?

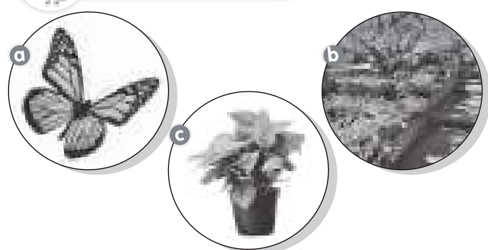


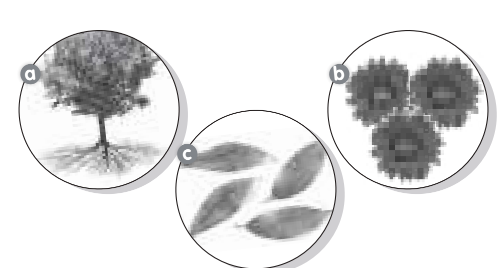
① What's this?



② What are these?







a It's a butterfly.
b It's a plant.
c It's a garden.

a They're roots.
b They're leaves.
c They're flowers.

40

3 Sing

1 Tell students that they are going to listen to a song about a plant. Say *Let's sing!*
2 Play the song on the CD several times, encouraging students to join in with the words when they are ready.
3 Then play the version of the song without words and encourage students to sing along.

Audioscript

What are these? What are these?
They're leaves.
What are these? What are these?
They're roots.

What's this? What's this?
It's a flower?
What's this? What's this?
It's the stem.

ACTIVITY BOOK page 40

1 Read and trace

1 Help students to find page 40 in the Activity Book. Point to the first question on the left-hand side of the page and read with the class *What's this?* Ask students to trace it.
2 Point to the second question on the right-hand side of the page and read with the class *What are these?* Ask students to trace it.
3 Invite confident students to come to the front of the class and read aloud.

2 Look and complete

1 Point to the picture of the butterfly and elicit *It's a butterfly*. Point out to students that the answer has already been partly written on the right-hand side of the page. Help students to write the word butterfly to complete the sentence.
2 Students work individually to write answers b and c.
3 Point to the picture of the roots and elicit *They're roots*. Point out to students that the answer has already been partly written on the right-hand side of the page. Help students to write the word roots to complete the sentence.
4 Students work individually to write answers b and c.
5 Students work in pairs to check their answers.
6 Focus Students attention on the sentences on the left-hand side and explain that they are answers to the question *What's this?* Then explain that the sentences on the right-hand side are answers to the question *What are these?*

Fast finishers

- Students can draw a picture of the garden described in the Activity Book Exercise2, making sure that it contains the correct number of each item.
- Students can write questions and draw picture clues for their partner, in the style of the Activity Book exercises.

Consolidation game

- Play *Guess the picture* (Games Bank, page 153) with the garden vocabulary.

Closing

- Draw a flower with its leaves, stem and roots. Point to each part and ask *What is it?* Or *What are these?* according to which part you are pointing to.
- As a preparation fro the next lesson, ask students to look outside the class window and tell you what they can see. Accept all answers and tell them that they are going to talk about the sky in the next lesson.
- Explain that in the next lesson, they are going to learn about the night sky.

Unit 3

LESSON 4 SB page 43 AB page 41

Objectives: To identify vocabulary for things in the night sky
To sing a song about the night sky
To match silhouettes to color pictures

Vocabulary: *moon, star, shadow*

Materials: Student's Book, page 43
Activity Book, page 41
Class CD
Digital Toolkit
Flash cards: moon, star, shadow
A pencil for each student
Optional: cut-outs on black card of a crescent moon and a six-pointed star; a torch
Optional: black construction paper, cookie cutters, scissors, glue, string

Opener

- Review the garden vocabulary by slowly drawing each item on the board and asking students to guess what you are drawing. Ask *What's this?* or *What are these?* as appropriate and encourage students to tell you what they can see in full sentences, paying particular attention to the singular and the plural.
- Invite confident students to the board to lead the game and draw the pictures.

Presentation

1 Use flash cards to present the words moon, star and shadow. Ask students to tell you if they know anything about the moon or the stars, or if they know anything else about the night sky that they would like to share with the class.
2 Explain to students that throughout each month, we see more and more of the moon, moving from crescent moon, through half moon, until it is totally visible, and then we see less and less of it, moving back through half moon and then to crescent moon, until it is no longer visible. You may like to briefly demonstrate the waxing and waning of the moon using a globe, or show a video from the Internet.
3 If you are able to, you may like to close the classroom blinds and turn off the lights, then use a torch and some cardboard moon and star shapes to explore the idea of making shadows.



STUDENT'S BOOK page 43

1 Read and listen

1 Help students to find page 43. Ask students if they recognize any of the things in the pictures.
2 Tell students that they are going to read and say each word that they hear, while pointing to the correct picture. Say *Let's listen*.
3 Play the CD, pausing after each word to allow students to point to the picture and repeat.

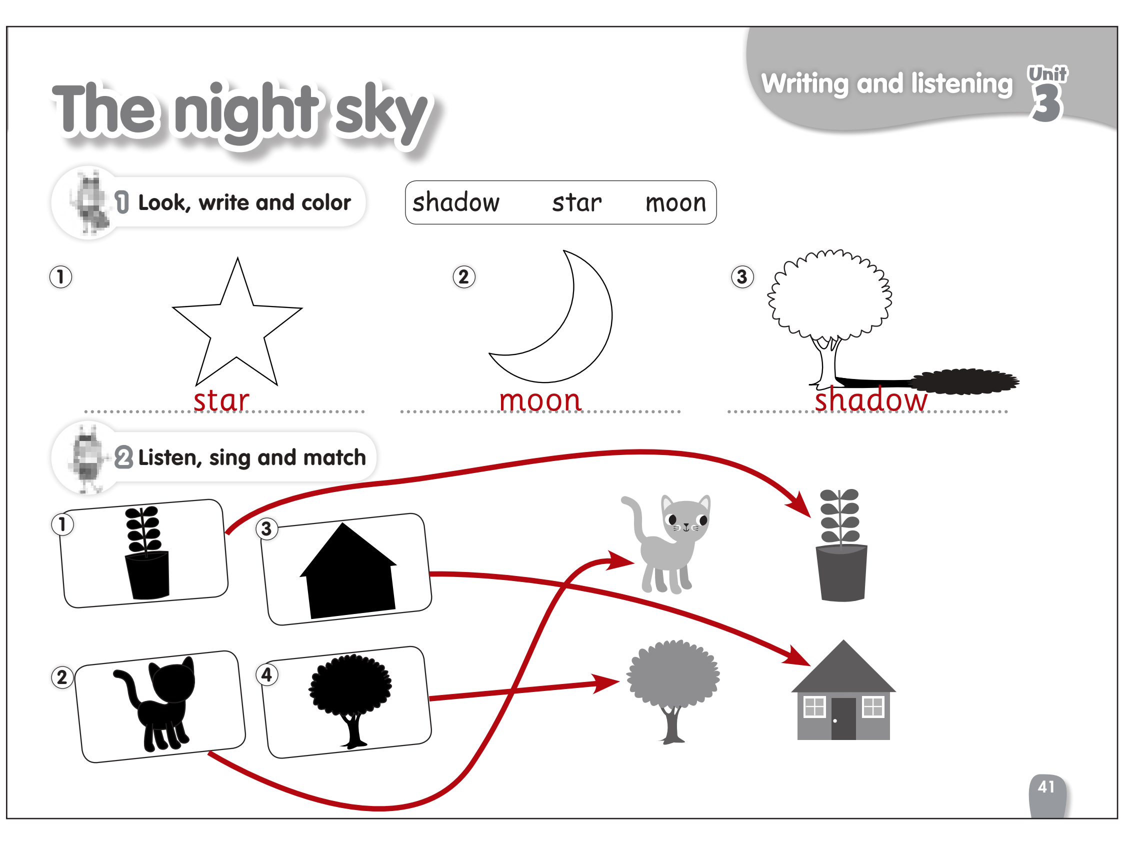
Audioscript

1 *moon*
2 *star*
3 *shadow*

2 Listen, look and sing

1 Point to the picture on the right-hand side of the page. Ask students if they recognize the garden that they see. Display the relevant poster and explain to students that it is the same





garden, only this time it is night, rather than day.

2 Ask students to look at the picture and tell you what is different about the garden at night. *What can they see? What is missing?*

3 Tell students that they are going to listen to a song about the garden at night. Say *Let's sing!*

4 Play the song on the CD again several times, encouraging students to join in with the words when they are ready. Ask students to point to the shadows as they hear them mentioned in the song.

Audioscript

It's night,
And the moon and stars are bright.
Can you see the shadows?
What's this shadow?
It's a … tree!
It's night,
And the moon and stars are bright.
Can you see the shadows?
What's this shadow?
It's a … plant!
It's night,
And the moon and stars are bright.
Can you see the shadows?
What's this shadow?
It's night,
And the moon and stars are bright.
Can you see the shadows?
What's this shadow?
It's a … house!

ACTIVITY BOOK page 41

1 Look, write and color

1 Help students to find page 41 in the Activity Book. Point to each of the pictures in the turn and elicit the words (star, moon, shadow).

2 Students write the words under the pictures using the words at the top of the page to help them.

3 Ask students to color the pictures.

2 Listen, sing and match

1 Focus students' attention on the silhouettes on the left-hand side of the page. Ask them if they recognize any of the shapes. Tell students that they are going to listen to the song again and match the shadows to the pictures on the right-hand side of the page as they hear the words.

2 Play the song on the CD again, pausing after each verse to give students time to draw matching lines from the shadow to the picture.

3 Ask students to color the pictures.

Consolidation game

- Play *Shadows*. This is an adaptation of a game from Ireland that is best played in the playground. One student is the chaser and must race to step on the shadows of other students, who are then frozen to the spot. Students may stand in the shadows of trees, buildings, etc. for up to ten seconds at a time in order to disguise their own shadow and prevent capture. Student may free captured students by touching them on the shoulder and saying *Moon, stars and sun! Run, run, run!*

Class craft (optional)

- Students draw and cut recognizable shapes (such as the house, plant, cat and tree from the song) from black construction paper and stick them onto circles of white paper. Thread string through each of the circles to create a classroom banner. Students might like to use cookie cutters as templates for their shapes.

Closing

- Elicit with the class what they have learned today. Write keywords on the board and get students to repeat them.
- Explain that in the next lesson, they are going to learn about the sun.

Unit 3

LESSON 5 SB page 44 AB page 42

Objectives: To cut, order and stick a daily routine
To recognize how the sun moves across the sky during a day
To think about the daily routine

Vocabulary: *up, high, down, morning, afternoon, evening*

Language: *What's this shadow?; In the morning, the sun comes up. Then it is high in the sky. It's day. Then it goes down. It's night.*

CLIL: Connect with Science: The sun in the sky

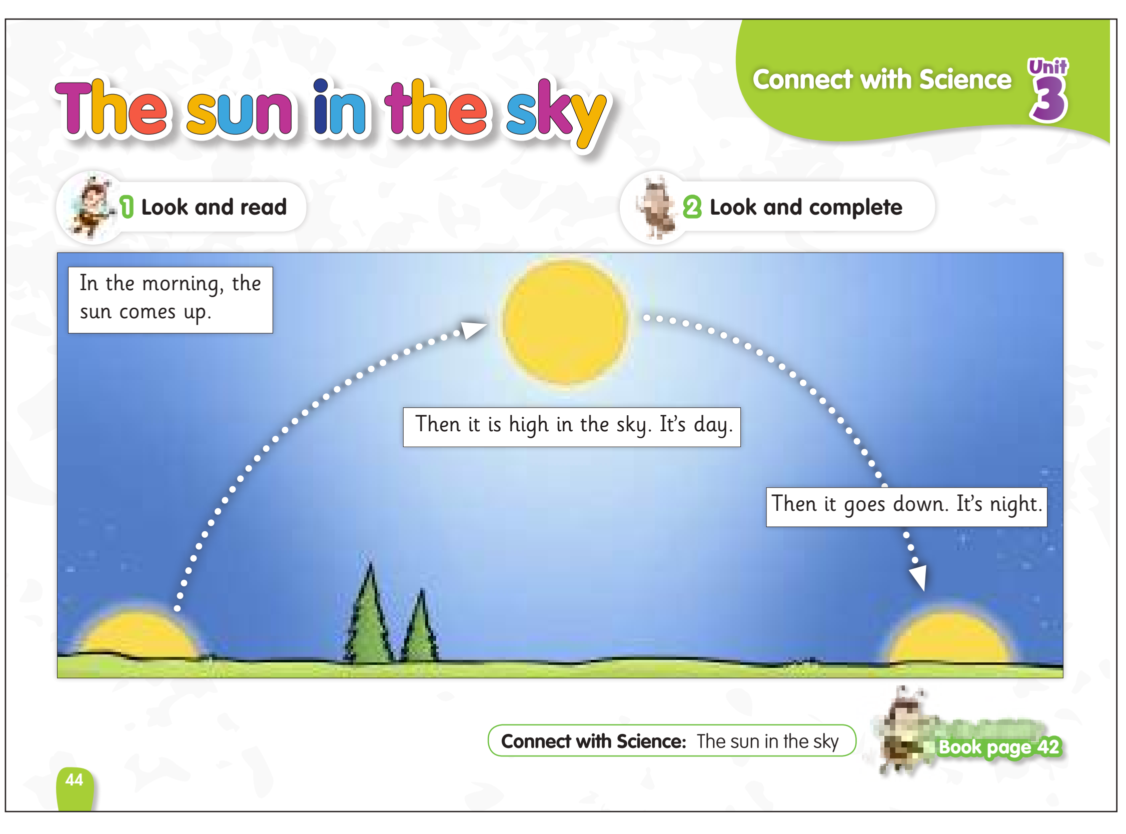
Materials: Student's Book, page 44
Activity Book, page 42
Class CD
Digital Toolkit
Flash cards: moon, stars, shadow; Daily routine; up, high, down
Unit 3 cut-outs, Activity Book, page 89
Glue
Coloring pencils or crayons for each student

Opener

- Play the song from Lesson 4 on the CD again to review the new vocabulary.

Presentation

1 Ask students to stand up. Say *Up!* and encourage students to repeat. Ask students to raise both arms above their heads. Say *High!* and encourage students to repeat. Ask students to sit down. Say *Down!* and encourage students to repeat.
2 Hold up the up flash card and gesture for students to stand up and say the word. Hold up the high flash card and gesture for students to raise their arms and say the word. Finally, hold up the down flash card and gesture for students to sit down.
3 Hold up the flash cards randomly and encourage students to carry out the action and say the word. Increase the speed at which you hold up the flash cards as the students become more confident.
4 Using a globe and a torch, explain to students that as the Earth spins on its axis, the sun appears to move across the sky. In the morning, it is low in the sky, known as sunrise. It then appears to move up and across the sky, until midday, when it is at its highest point. In the afternoon, it appears to continue to move across the sky and down, until sunset, after which it disappears below the horizon, signalling night-time.
5 Invite three students to come to the front of the class and ask them to stand in a row. Ask

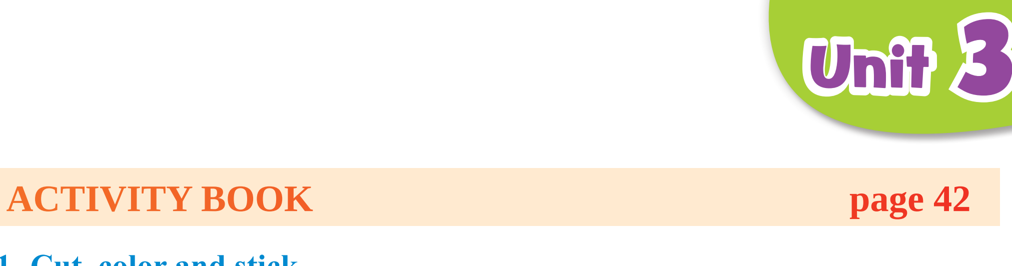


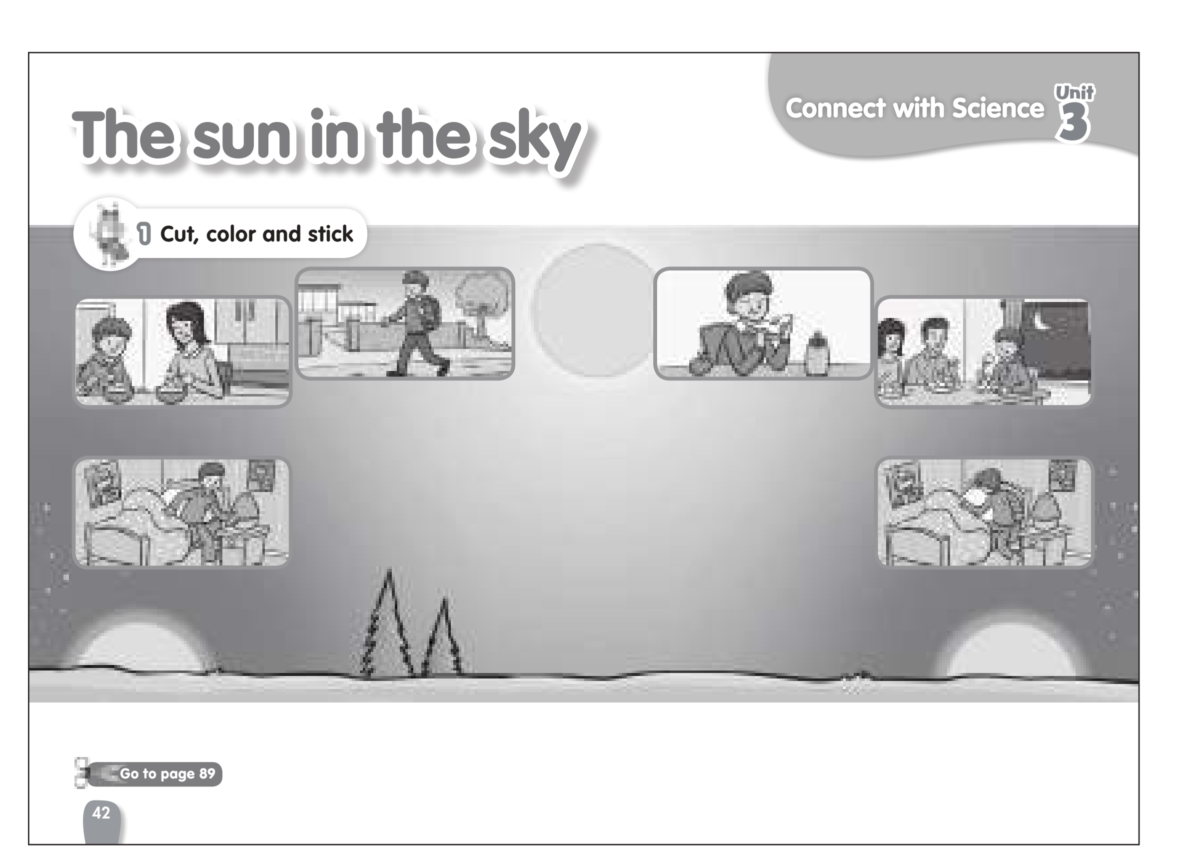
the first student to sit down and give them a yellow balloon. They slowly stand up and move towards the middle student, who is standing up and takes the balloon, stretching up as high as they can. The middle student then lowers the balloon as they move across towards the third student, who takes the balloon and slowly sits down.
6 Choose six students and give each a flash card of an activity from the daily routine. Ask the students to stand in position alongside the students with the balloon. Allow the rest of the class to instruct the students with the daily routine flash cards where to stand, understanding that morning is between the first student and the middle student, and afternoon is between the middle student and the third student.
7 Repeat the sequence with the yellow balloon passing between the three students. Encourage the students holding the daily routine flash cards to call out what their activity is as the balloon passes by them.

STUDENT'S BOOK page 44

1 Look and read

1 Help students to find page 44. Focus students' attention on the diagram. Ask students to say





what they can see (the sun at different times of the day).

2 Put students into pairs and ask them to take turns reading the sentences on the diagram. Encourage them to discuss the different positions of the sun in the sky and its relation to the time of the day.

3 Go around the classroom, monitoring and helping as necessary. Use calling sticks to choose confident students to read the sentences in front of the class.

2 Look and complete

1 Focus students' attention on the diagram again.
2 Ask students to complete the arrows to show the path of the sun throughout the day.
3 Go around the classroom, monitoring and helping as necessary.
4 Ask students to look out of the window and see where the sun is in the sky. Remind them not to look directly at the sun because it will hurt their eyes.

ACTIVITY BOOK page 42

1 Cut, color and stick

1 Help students to find page 42. Point to the rectangles and tell students that they are going to sort some pictures into what you can do during the day, and what you can do at night.
2 Tell students to find the Unit 3 cut-outs on page 89. Students cut out and separate the pictures, color them, then work in pairs to sort them into the correct frames.
3 Check answers as a class.
4 When students are confident that they have the pictures in the correct place, they glue them into position.
5 Go around the classroom, monitoring and helping as necessary. Ask students to point to each of the pictures and tell you what they are.

Consolidation game

- Play *Go to the word* (Games Bank, page 152). Stick the words day and night on opposite walls of the classroom and call out activities. Students move to the correct word depending on when they do the activities. You may like to pre-teach the words morning, afternoon and evening, and play the game with these words.

Closing

- Say *You have learned about the Sun in the sky*. Draw a simple figure showing the Sun in the morning, afternoon and at night. Ask the class to write numbers to help you put the pictures in order according to the Sun's movement.
- Explain that in the next lesson, they are going to learn about the sun making shadows.

Unit 3

LESSON 6 SB page 45 AB page 43

Objectives: To identity shadows

Language: *The sun is near. The shadow is big.*

CLIL: Connect with Science: Near or far?

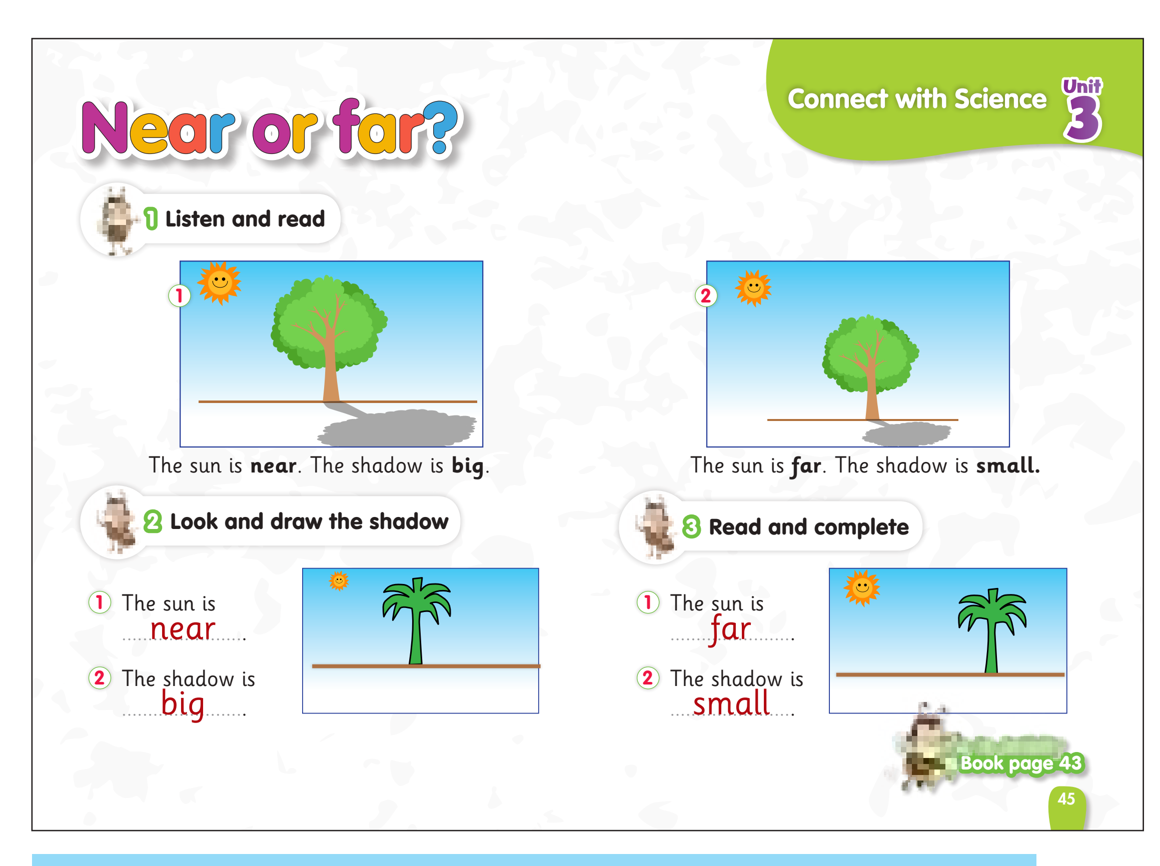
Materials: Student's Book, page 45
Activity Book, page 43
Class CD
Digital Toolkit
A flashlight
A selection of toys
Coloring pencils or crayons for each student

Opener

- Students show their day and night spinner to a partner, talking about what they can see in each section, and what things they do at each part of the day.
- Draw a line on the board and then draw the sun in the three positions as introduced in the previous lesson. Point to each sun and elicit the words *up, high and down*.

Presentation

1 Ask students to stand up. Say *Big!* and encourage students to repeat. Ask students to raise both arms and make themselves as big as possible. Say *Small!* and encourage students to repeat. Ask students to curl up and make themselves as small as possible. Practice several times.
2 Invite a student to the front to stand next to you. Say *Near!* and encourage students to repeat. Ask the student to stand as far away from you as possible. Say *Far!* and encourage students to repeat. Repeat several times with different students.
3 Play *Teacher says* (Games bank, page 154) with these words. You can also recycle other known words.
4 Use one of the toys and the flashlight. Hold the flashlight near to the toy and at a low angle just above and to one side of the toy. Show students that this makes a big shadow for the toy. Hold the flashlight higher and farther above the toy, at a slight angle. Show students that this makes a small shadow. Repeat this with several different toys.



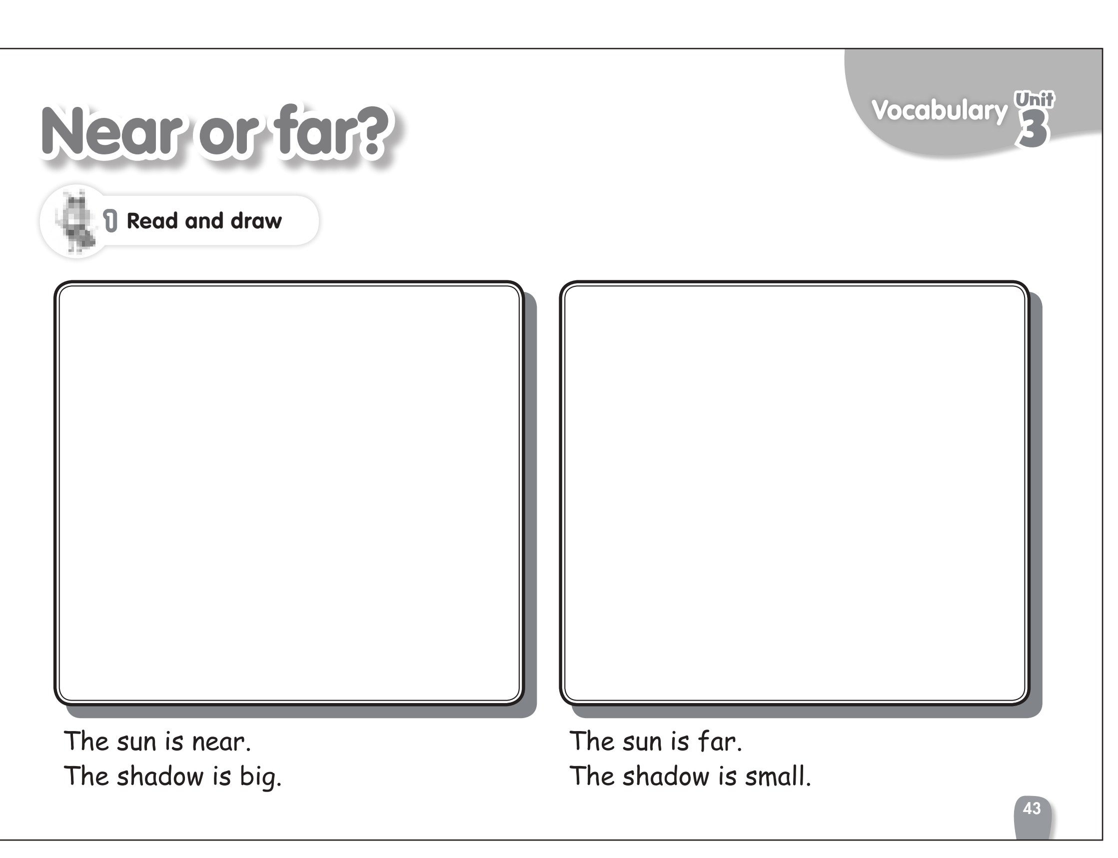
STUDENT'S BOOK page 45

1  Listen and read

1 Help students to find page 45. Point to the two pictures and ask students to tell you the differences between them. Point out that the sun is in a different place in the sky.
2 Tell students to listen and read the sentences under the first picture. Play the audio and encourage students to read the sentences as they hear them. Then continue with the second picture.
3 Play the audio again and encourage students to repeat.

Audioscript

1 *The sun is near. The shadow is big.*
2 *The sun is far. The shadow is small.*



2 Look and draw the shadow

1 Point to the picture on the left and ask students where the sun is. Is it near or far? Elicit that it is far. Ask if the tree's shadow should be big or small. Elicit that it should be small. Ask students to draw the correct shadow.
2 Repeat step 1 for the picture on the right.

3 Read and complete

1 Point at the picture on the left. Read the gapped sentences with the class.
2 Elicit the missing words and encourage students to write them in the spaces. Go around the classroom as they work, monitoring and helping as necessary.
3 Ask students to complete the sentences for the picture on the right and check answers in pairs.

ACTIVITY BOOK page 43

1 Read and draw

1 Help students to find page 43 in the Activity Book.
2 Point to the box on the left and read the sentences underneath with the class. Elicit what they need to draw (the sun, an object and the object's shadow). The object does not need to be a tree, so students can use their imaginations.
3 Encourage students to complete their pictures on their own. Go around the classroom as they work, monitoring and helping as necessary.
4 Students check answers with their shoulder partner.

Consolidation game

- Ask students to stand outside or near a window. How long is their shadow? Ask them to measure their shadows again later in the day. Will it be the same size? Discuss their predictions.

Closing

- Remind students never to look at the sun because it is dangerous for their eyes.
- Explain that in the next lesson, they are going to talk about what they do in the morning and at night.

Unit 3

LESSON 7 SB page 46 AB page 44

Objectives: To look at and identify things related to parts of the daily routine
To identify parts of the daily routine that are carried out during the day or at night

Vocabulary: *bed, breakfast, dinner, lunch, school, morning, afternoon, evening*

Language: *In the morning, I (get up). At night, I (eat dinner).*

Materials: Student's Book, page 46
Activity Book, page 44
Class CD
Digital Toolkit
Flash cards: Daily routine; night, day
Coloring pencils or crayons for each student

Opener

- Use calling sticks to invite confident students to the front of the class to show the drawings that they made in the Activity Book in the last lesson.

Presentation

1 Use flash cards to present and practice the new daily routine phrases: *get up, go to school, go to bed, eat breakfast, eat lunch* and *eat dinner.*
2 Point to the get up picture and say *get up*. Students repeat several times chorally and then individually. Mime yawning and getting out of bed.
3 Repeat the procedure for the other phrases, miming each of the activities.
4 Then point to each picture in turn and ask *What do I do?I (get up).* Vary the order you point to the items.
5 Use calling sticks to choose six students to come to the front of the classroom. Give each student a flash card and ask them to organize themselves in the order in which they do each of the things (get up, eat breakfast, go to school, eat lunch, eat dinner, go to bed). Ask students what time they do they usually do these things. Is there anything else that they do every day?
6 You can also practice the new words using the relevant poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster and ask *What do I do?* Help the student to say the sentence.
7 Play *Go to the card (1)* (Games Bank, page 152) to practice the phrases.



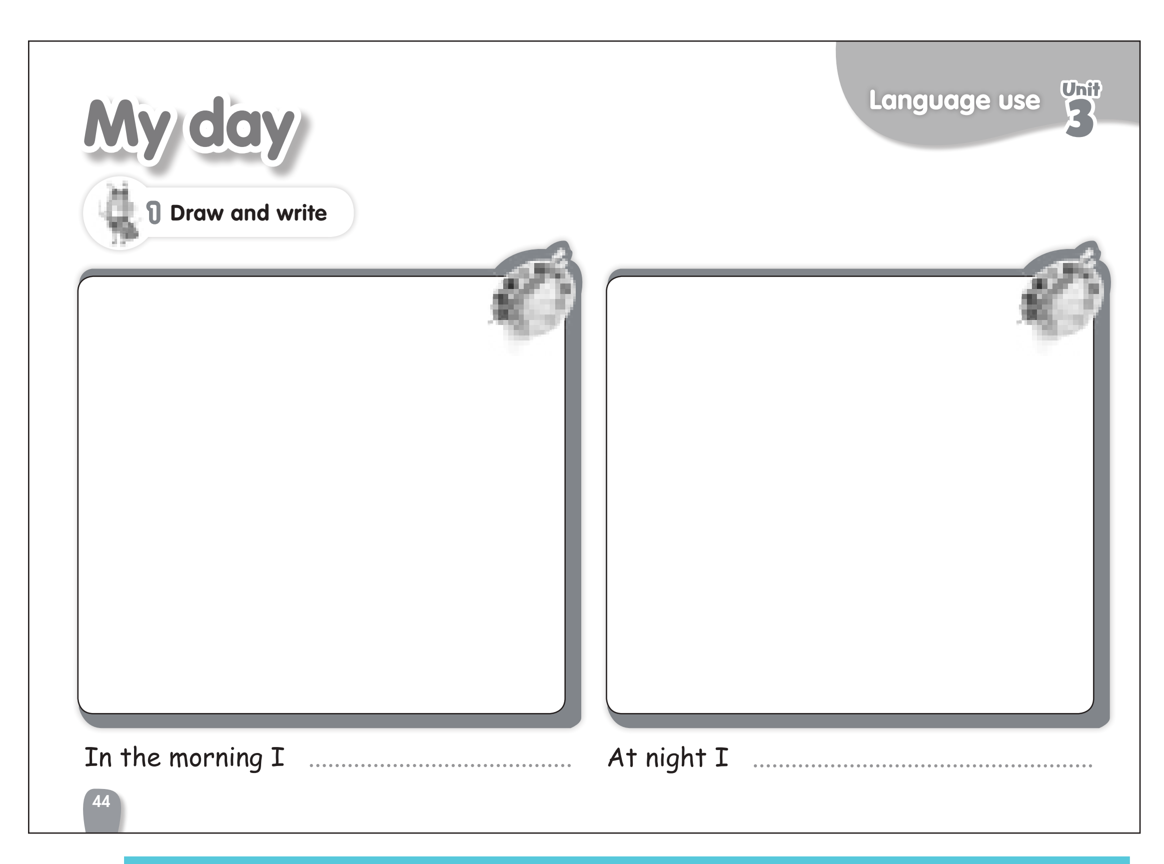
STUDENT'S BOOK page 46

1 Look, read and number

1 Help students to find page 46. Point to the pictures and ask students *What can you see?* (go to school, go to bed, etc.)
2 Put students into pairs. Ask them to take turns to read the sentences underneath each picture. Point out to students that the fourth picture (I get up.) has a number 1 written in the box next to it as an example - it is the first thing that the boy does in the day.
3 Students work with their partner to write the numbers 2-6 in the number boxes by each picture to order the boy's daily routine.
4 Check answers as a class.

2 Listen and say

1 Tell students that they are going to listen to the boy talk about his daily routine.
2 Play the CD, pausing after each sentence to allow students time to point to the correct picture and repeat the phrase.



Audioscript

1 *I get up in the morning.*
2 *I eat breakfast in the morning.*
3 *I go to school in the morning.*
4 *I eat lunch in the afternoon.*
5 *I eat dinner in the evening.*
6 *I go to bed at night.*



ACTIVITY BOOK page 44

1 Draw and write

1 Help students to find page 44 in the Activity Book.
2 Point to the sentence stem under the first frame and read it with the class. Use calling sticks to choose students to suggest an activity from the daily routine that would complete the sentence. Repeat the procedure for the sentence stem under the second frame.
3 Students choose two activities from their daily routine (one that they do during the day and one that they do at night) and draw pictures of themselves carrying out the activities. They then complete the sentences underneath the pictures.
4 Go around the classroom, monitoring and helping as necessary. Invite confident students to show their work to the class.

Consolidation game

- Play *What's missing?* (Games Bank, page 154) with the daily routines flash cards to review the vocabulary.

Closing

- Get students to work with their shoulder partners to write one sentence showing what they do in the morning, in the afternoon, or at night. Go around and monitor their work. Ask pairs to share their sentences with the rest of the class.
- Explain that in the next lesson, they are going to learn more about everyday activities.

LESSON 8 SB page 47 AB page 45

Objectives: To identify vocabulary for daily routines
To think about when in the day things happen

Vocabulary: *get up, go to school, go to bed, eat breakfast, eat lunch, eat dinner*

Language: *I (get up). I (go to school). I eat (breakfast).*

Materials: Student's Book, page 47
Activity Book, page 45
Class CD
Digital Toolkit
Flash cards: get up, go to school, go to bed, eat breakfast, eat lunch, eat dinner
Relevant posters
Coloring pencils or crayons for each student
Optional: white cloth, toy animals / cars etc., torch
Optional: two paper plates for each student, star stickers, silver paper, scissors, glue, paper fasteners / split pins
Optional: realia associated with the daily routine, e.g. *toothbrush, alarm clock, cutlery*

Opener

- Play *Word Whispers* (Games Bank, page 154) to review the daily routine vocabulary.

Presentation

1 Review the new daily routine vocabulary using the flash cards and/or the relevant poster. Point to each part of the daily routine and ask students to raise a hand if they have done that thing, or to keep their arms folded if they have not.

2 Stick the flash card for day on one wall of the classroom and the flash card for night on the opposite wall. Hold up each of the daily routine flash cards at random and ask students to move to day or night, depending on when they carry out that activity. Students may disagree about whether they have dinner during the day or at night (neither answer is incorrect). Discuss this as a class. Think about when night begins, and whether this changes through the year.



STUDENT'S BOOK page 47

1 Look, read and say

1 Help students to find page 47.
2 Have students work in groups of three or four. Students take turns to point to a picture and say what they see.
3 Ask students to discuss what they usually have for breakfast, lunch and dinner. Do they have the same meals as they see in the pictures? Do they have their meals at home with their family, or do they eat somewhere else?

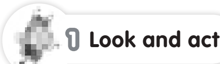
2 Read and circle

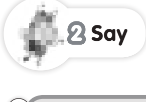
1 Focus students' attention on the pictures in the second activity. Still in groups, students take turns to read and choose the words to complete the sentences.
2 Go around the classroom, monitoring and helping as necessary. Ensure that students are taking turns and contributing equally to the discussions.
3 Check answers as a class.

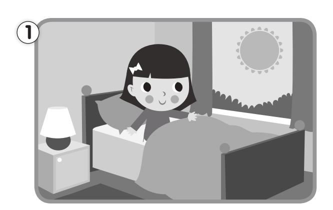




Vocabulary Unit 3





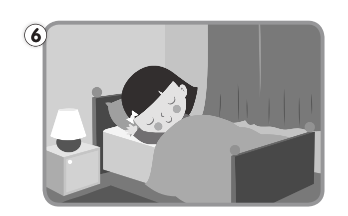
1 

2 

3 

4 

5 

6 

Language: *get up, go to (school), eat (breakfast).*

45

ACTIVITY BOOK page 45

1 Look and act

1 Help students to find page 45 in the Activity Book.
2 Put students into pairs. Students take it in turns to choose a picture and act out what the girl is doing for their partner to guess.
3 Go around monitoring and helping as necessary. Make sure students are taking turns to act and guess.

2 Say

1 Point to the frames in turn and ask random students to say what the girl is doing.
2 Make sure students can recognize and say the daily routines words.

Fast finishers



- Students draw a comic strip of six frames showing them carrying out their daily routine.
- Students present their work to a partner or to the rest of the class.

Class craft (optional)

- Give students two paper plates and ask them to cut a quarter out of one of the plates. Students write the words *Day* and *Night* on the plate before setting it aside.
- Help students to use a pencil and ruler to draw lines separating the plate into four sections.
- In the first section of the plate, student draw a sun rising above the grass into a light blue sky. In the second section of the plate, students draw the sun high in the blue sky. In the third section, students draw the sun setting below the grass, with the sky colored as if early evening. Students color the final section of the plate black and add star stickers and a circle of silver paper for the moon.
- Help students to use a split pin to fasten the two plates together so that each section of the second plate is revealed through the missing quarter of the first plate as it is turned.

Consolidation game

- Place realia representing each part of the daily routine into a box or bag. Students take it in turns to take an item at random and say which part of the routine it relates to.

Closing

- Discuss what students do every day. What do they do first in the morning? What do they do at night?
- Explain that in the next lesson, they are going to learn some new letter sounds.

LESSON 9 SB page 48 AB page 46

Objectives: To identify and use the phonics sounds /l/, /ks/ and /j/
To trace and write the letters *l, x* and *y*

Vocabulary: *lunch, Laila, leg, lemon, fox, six, yogurt, yellow*

Materials: Student's Book, page 48
Activity Book, page 46
Class CD
Digital Toolkit
Phonics cards: l/lunch, x/fox, y/yellow
A pencil for each student

Opener

- Students show their day and night spinner to a partner, talking about what they can see in each section, and what things they do at each part of the day.

Presentation – phonics sounds /l/, /ks/ and /j/

1 Show the picture on the l/lunch phonics card and ask *What's this?* Elicit *lunch*. Then say *lunch*. Students repeat after you.
2 Show the letter on the phonics card and say /l/. Students repeat the sound /l/ with you.
3 Then show the picture on the card again and elicit *lunch*.
4 Point to the letters, then the picture several times so that the students are saying /l/ … *lunch* repeatedly.
5 Repeat the procedure with the x/fox and y/yellow phonics cards.
6 Ask students to say any other words they know with the sounds /l/, /ks/ or /j/.

STUDENT'S BOOK page 48

1 Listen and repeat

1 Help students to find page 48. Point to the picture of the lunch on the left-hand side of the page and say *What's this?* Elicit *lunch*.
2 Then point to the sound /l/ on the page and say the sound /l/. Students repeat after you. Practice this several times.
3 Repeat the procedure for the sounds /ks/ and /j/.
4 Get students to look at the pictures again. Ask them if they can see any other things beginning with *l*. Put students in pairs to do this and then do the same with *y*.
5 Check all can do this and give extra help to any pairs who find it hard.



6 Then ask them to find a small *l* and a big *L*. If necessary, remind students about the letter shapes with the letters on the board.
7 Tell students that names always start with a big (capital) letter. Point at *Laila* to help them understand the concept.
8 Point out to the students that there are very few words in English that begin with the sound /ks/. It is more commonly found at the end of words, such as *fox*.
9 Say *Let's listen*.
6 Play the CD. Encourage students to listen and repeat the /l/ sound and the words, then the /ks/ sound and the word, and finally the /j/ sound and the words.

Audioscript

/l/ lunch, Laila
/ks/ fox
/j/ yogurt, yellow

2 Look, trace and write

1 Focus students' attention on the tracing letters at the bottom of the page. Point to each one in turn and say the sounds.



2 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.
3 Focus attention on the first letter. With your back to the class and the page visible to the students, trace the dotted letters with your finger, making the beginning of the trace and the direction clear.
4 Instruct students to do the same; trace the dotted letters, first with a finger and then with a pencil.
5 Repeat the procedure for the other letters.
6 Go around the classroom, monitoring and helping as necessary.

ACTIVITY BOOK page 46

1 Listen and choose

1 Help students to find page 46 in the Activity Book.
2 Point to each of the pictures in turn and elicit the words. Tell students that they are going to hear the words and that they should draw a circle around either the letter l, x or y, depending on which sound they hear.
3 Say *Let's listen*. Play the CD, pausing after each word to give students time to circle the correct letter.
4 Check answers as a class.

Audioscript

1 *leg*
2 *fox*
3 *lemon*
4 *yogurt*
5 *Laila*
6 *six*
7 *yes*

Consolidation game

- Put all the phonics flash cards taught so far on a table. Students practice pointing to and saying the words and letter sounds for the cards.

Closing

- Divide the class into groups. Give each group some flash cards for the letter sounds *l, k* and *j*. ask them to draw a circle on the words with *l* in blue, the words with *k* in red, and the words with *g* in green.
- Explain that in the next lesson, they are going to practice writing the new letters.

LESSON 10 SB page 49 AB page 47

Objectives: To identify and use the phonics sounds /l/, /ks/ and /j/
To blend and read simple words
To sing a song
To trace whole sentences

Vocabulary: *fox, six, leg, yes, lemon, yummy, box, yellow*

Materials: Student's Book, page 49
Activity Book, page 47
Class CD
Digital Toolkit
Phonics cards: l/lunch, x/ fox, y/yellow
A pencil for each student
Coloring pencils or crayons for each student

Opener

- Review the /l/, /ks/ and /j/ sounds using the phonics cards. Ask students to say any other words they remember with the sounds. Praise all correct answers.

Presentation – phonics sounds /l/, /ks/ and /j/

1 Show the picture on the *l/lemon* phonics card and ask *What's this*? Elicit *lemon*. Then say *lemon*. Students repeat after you.
2 Show the letter on the phonics card and say /l/. Students repeat the sound /l/ with you.
3 Then show the picture on the card again and elicit *lemon*.
4 Point to the letters, then the picture several times so that the students are saying /l/ … *lemon* repeatedly.
5 Repeat the procedure with the *x/fox* phonics card. Make sure that students understand that the letter sound is at the end of the word.
6 Repeat the procedure with the *y/yes* phonics card.
7 Ask students to say any other words they know with the sounds /l/, /ks/ or /j/.

STUDENT'S BOOK page 49

1 Listen, blend and write. Then say

1 Help students to find page 49. Focus students' attention on the pictures and words on the left-hand side of the page.



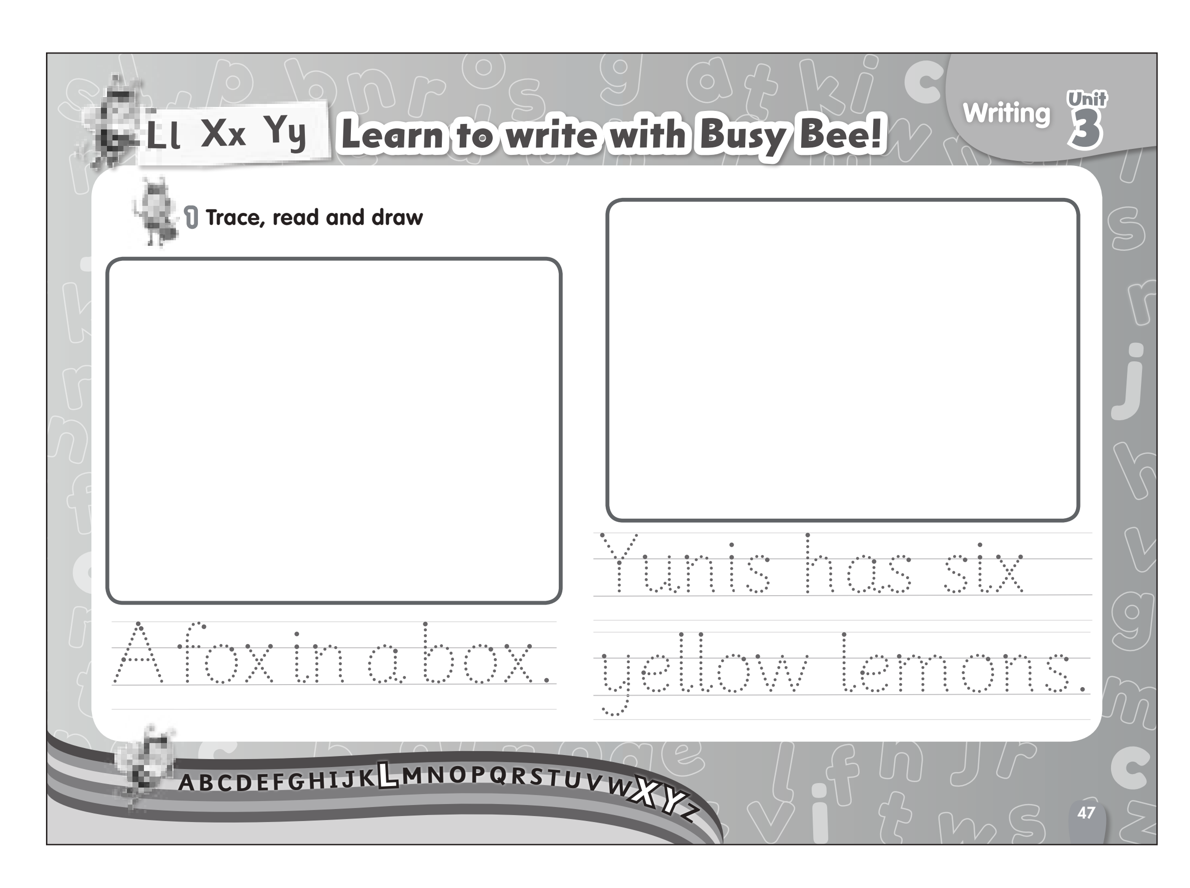
2 As a class, say each of the sounds in the first word, then blend the sounds together to read the word *fox*. Students write the word on the writing stave.
3 Repeat the procedure for the rest of the words. Go around the classroom, monitoring and helping as necessary. Make sure that students are using the writing stave as a guide, making tall letters touch the top line, and the tails of other letters touch the bottom line.
4 Students work with their shoulder partner to read and say the words, taking it in turns to blend the sounds.

Audioscript

1 fox	*2 six*	*3 leg*
4 yes	*5 box*	*6 lemon*

2 Sing

1 Tell students that they are going to listen to a song with lots of /l/, /ks/ and /j/ sounds. Say *Let's sing!*
2 Play the song on the CD again several times, encouraging students to join in with the words when they are ready.





Audioscript

Six foxes in the yellow box
Six yellow lemons in the tree
And lunch is yummy – yes, yes, yes!

ACTIVITY BOOK page 47

1 Trace, read and draw

1 Help students to find page 47 in the Activity Book.
2 Focus students' attention on the two sentences. Use calling sticks to choose a student to read each sentence.
3 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.
4 Focus attention on the first sentence. With your back to the class and the page visible to the students, trace the dotted letters with your finger, making the beginning of the trace and the direction clear.
5 Instruct students to do the same; trace the dotted letters, first with a finger and then with a pencil.
6 Repeat the procedure for the second sentence.
7 Students then work individually to draw a picture to go with each sentence.
8 Go around the classroom, monitoring and helping as necessary. Ask students to read you their sentences and talk about their pictures.

Consolidation game

- Help students to get into two teams and line up at one side of the classroom. Give each team a set of words from the song, with each word on a different piece of paper with sticky tack on the back.
- The first student in each team takes a word, shouts out what it is, and runs to the other side of the classroom, where there is a sheet of paper for them to stick their word in approximately the correct place. They return to their team and the next student in line take a word and adds it to the paper. The game continues until all the words from the song are stuck onto the paper, in the correct order – students may need to adjust the positioning of words already on the paper as the game progresses. The first team to complete the task reads out the lines from the song chorally and wins the game.

Closing

- Ask students to work with shoulder partners to tell you one word starting with the letter sounds *l*, *k* or *j*.
- Explain that in the next lesson, they are going to learn about the sky.

LESSON 11 SB pages 50 AB pages 48

Objectives: To identify and talk about shadows
To sort items into items that can be seen during the day or at night

Vocabulary: *birds, flowers, bees, plants, stars*

Language: *What's this? It's a (star). What are these? They're (butterflies)*

Materials: Student's Book, page 50
Activity Book, page 48
Class CD
Digital Toolkit
Flash card: shadow
Unit 3 cut-outs, Student's Book, page 99 and Activity Book, page 91
Optional: sidewalk chalk
Optional: black construction paper

Opener

- Play the song from Lesson 10 on the CD again, encouraging students to join in with as many of the words as they can.

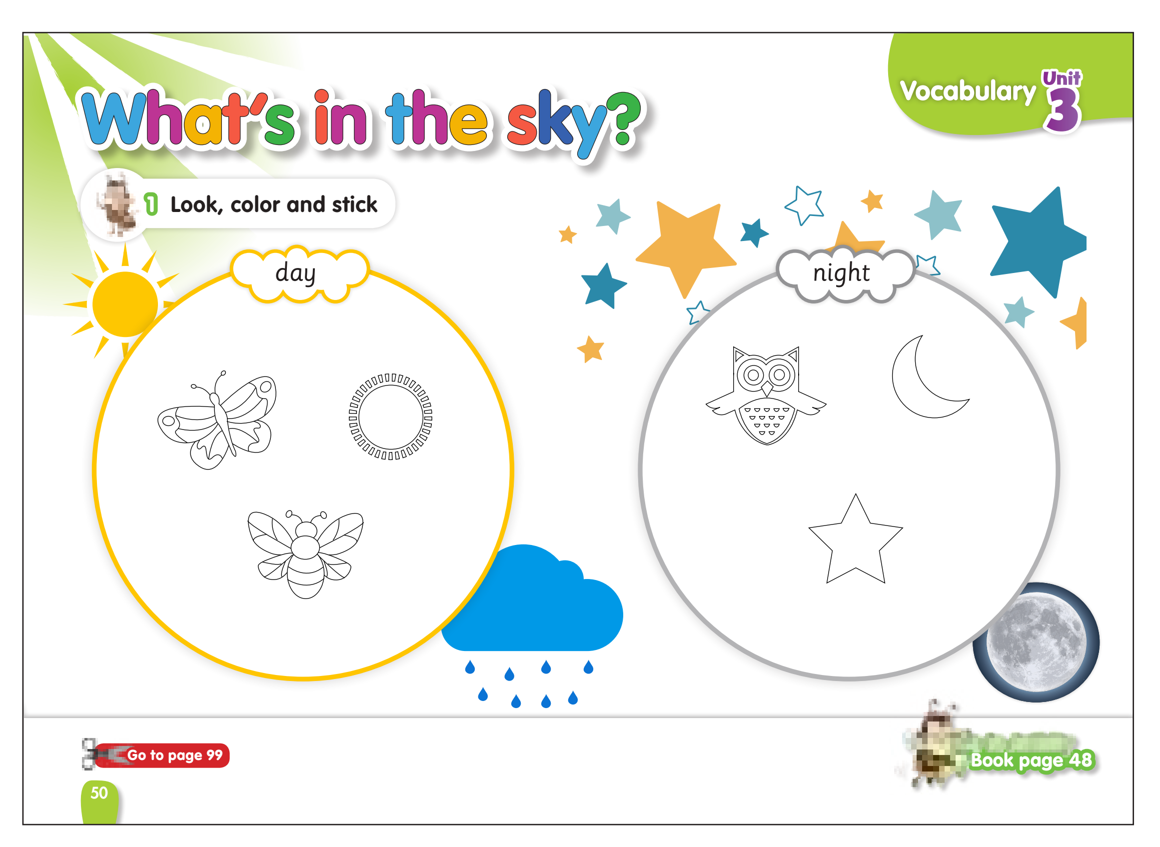
Presentation

1 Ask students to stand up. Tell students that you are going to play the song on the CD again. This time, when they hear an /l/ sound, they raise one arm and put the other one out to the side to form an L-shape. When they hear an /ks/ sound, they cross their arms to form an X-shape. When they hear a /j/ sound, they raise both arms in the air to form a Y-shape.
2 Use the flash card to revise the word shadow. Ask students to look around the classroom and point to any shadows that they can see.

STUDENT'S BOOK page 50

1 Look, color and stick

1 Help students to find page 50 in the Student's Book. Point to the 2 circles and the labels day and night remind students of the game they played in Lesson 5.
2 Explain that students are going to sort items into items that can be seen during the day or at night.
3 Tell students to find the Unit 3 cut-outs on page 99. First, students color in their cut-out pieces. Then they cut out and separate the pieces.

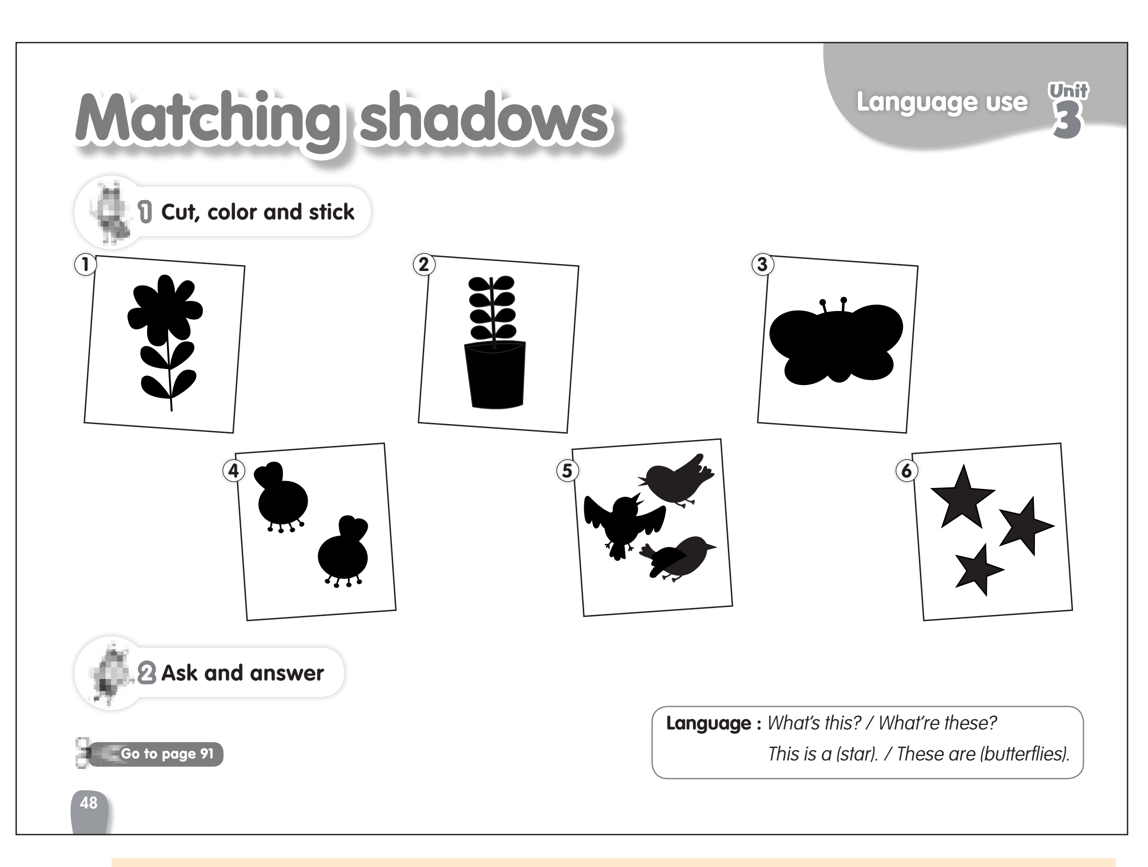


4 Students work individually to stick the pieces in the correct circle.
5 Students compare their answers with their shoulder partner.
6 Check answers as a class..

Consolidation game

- Stick the word day on one side of the classroom and the word night on the other side. Tell students that you are going to call out a word and they should move to one side of the classroom or the other depending on whether they would see the item during the day or at night.





ACTIVITY BOOK page 48

1 Cut, color and stick

1 Help students to find page 48 in the Activity Book. Focus students' attention on the shadows at the top of the page. Point to each shadow in turn and elicit the word.
2 Tell students to find the Unit 3 cut-outs on page 91. Students cut out and separate the pictures, then work in pairs to stick them into the correct boxes.
3 Go around the classroom, monitoring and helping as necessary. Ask students to point to each of the pictures and tell you what they are Students then color all of the pictures.
4 Check answers as a class.

2 Ask and answer

1 Put students into pairs. Students take it in turns to point to each of the shadows and ask *What's this?* or *What are these?,* with their partner answering. Go around the classroom, monitoring and helping as necessary. Make sure that students are answering in full sentences and using *It's a …* or *They're …* correctly.

Class activity (optional)

- If it is a sunny day, take students outside and put them into pairs. Give one student in each pair a piece of chalk and ask the other student to pose in such a way as to make a shadow of themselves on the ground. Encourage students to experiment the shadows they can make with their bodies. The student with the chalk draws round their partner's shadow and writes their name in the middle of it. The students then swap positions.
- If you are able to, take the students outside twice to do this activity, once in the morning, and once in the afternoon. Ask students to think about how their shadows change over the course of the day. Why might this be?

Consolidation game

- Students use their hands to make shadow shapes and ask their partner *What's this?* Their partner answers *It's a …* .

Closing

- Look outside the window, if possible, with the class and ask them to say what they can see in the sky. Alternatively, ask students to name things which are in the sky. Draw them on the board.
- Explain that in the next lesson, they are going to learn more about shadows.

LESSON 12 SB page 51 AB page 49

Objectives: To think about the shadows that things make
To show curiosity about shapes and shadows
To make a shadow puppet

Vocabulary: *shadow*

Materials: Student's Book, page 51
Activity Book, page 49
Class CD
Digital Toolkit
Unit 3 cut-outs, Activity Book, page 91
Colored pencils or crayons for each student
Scissors, pencils, sticky tape, torches
Optional: tracing paper

Opener

- Play the song from Lesson 4 on the CD again, encouraging students to join in when they are ready.
- If students made the shadowy class banner in Lesson 4, point to each of the shadows and ask them to guess what they are, using the song: *It's night, And the moon and stars are bright. Can you see the shadows? What's this shadow? It's a … (car).*

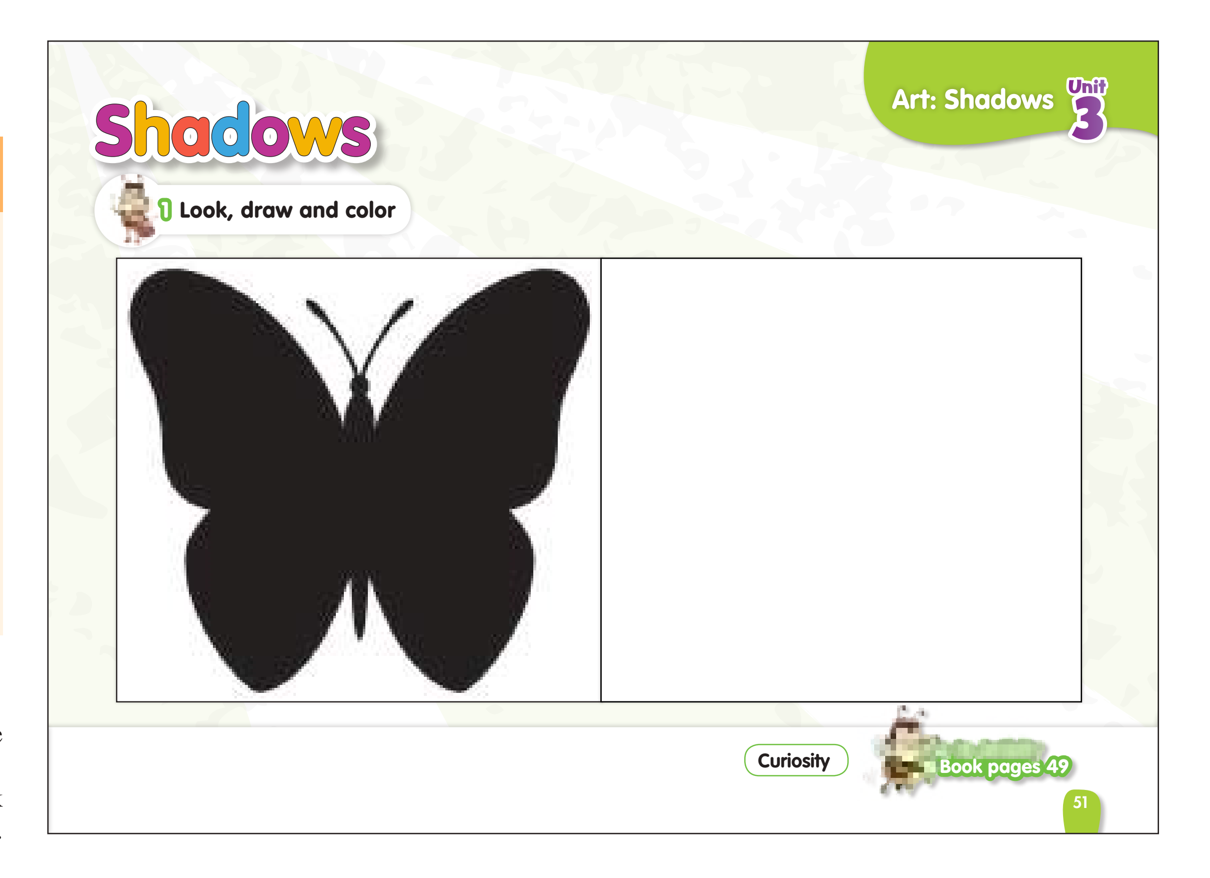
STUDENT'S BOOK page 51

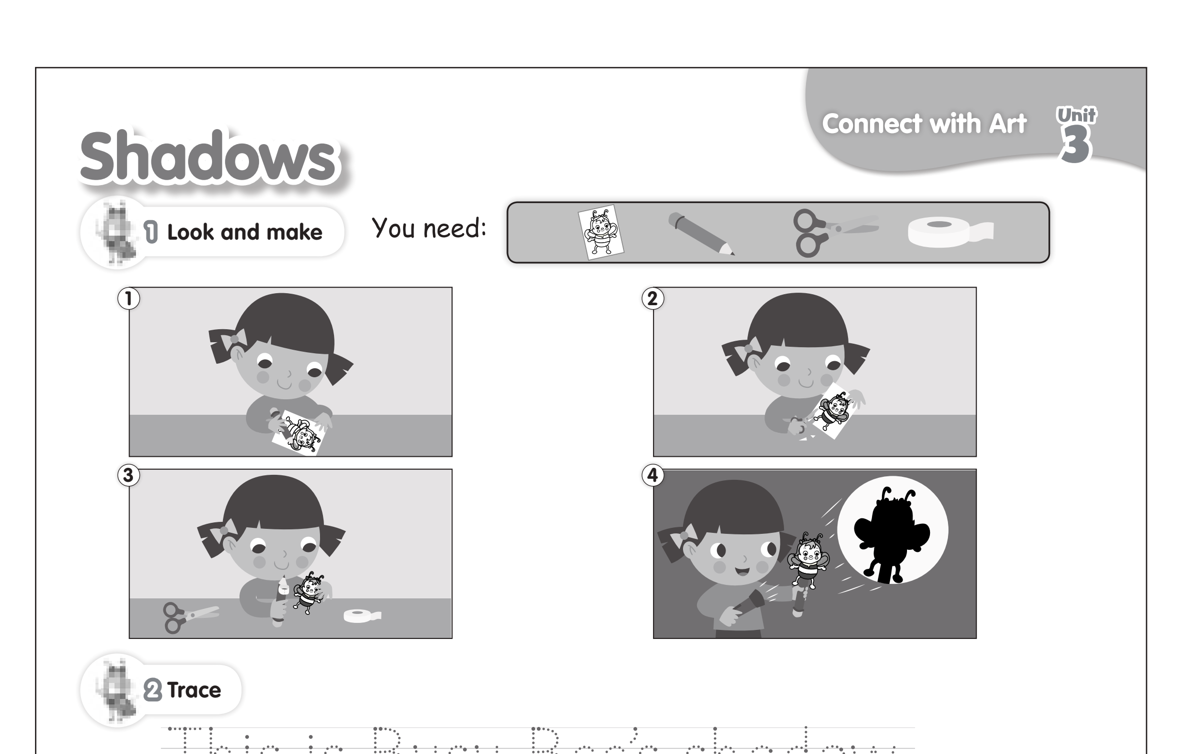
1 Look, draw and color

1 Help students to find page 51. Ask students to tell you what they can see in the picture. (It's a butterfly.)

2 Ask students to draw the butterfly casting the shadow in the box on the right-hand side of the page. Encourage them to make the butterfly as close in shape to the shadow, but to make it very colorful.

3 Students could use tracing paper to draw around the shadow of the butterfly and them use this as a template for their own colorful butterfly.





ACTIVITY BOOK page 49

1 Look and make

1 Help students to find page 49 in the Activity Book.
2 Look at the pictures with the class. Say *Look!* The children are making a shadow puppet of Busy Bee. Here are the materials. They are coloring Busy Bee and cutting it out. They are sticking Busy Bee onto a pencil.
3 Explain to the class that they are going to make their own Busy Bee shadow puppets, following the instructions in the pictures. Say *Now you try!*
4 Help students to find the Unit 3 cut-outs on page 91.
5 First students color Busy Bee. Then they cut out the template and stick it to a pencil to make a shadow puppet.
6 Monitor students' work. Ensure that they clean and tidy up when they finish.
7 Students play with their shadow puppets in pairs or small groups, using torches to create shadows if needed.



2 Trace

1 Point to the sentence as you read with the class.
2 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly. Focus attention on the sentence. Student trace the dotted letters, first with a finger and then with a pencil.
3 Go around the classroom, monitoring and helping as necessary.



Fast finishers

- Students can make shadow puppets of the other characters from the course, using the flash cards as templates.

Consolidation game

- Students cut out fruit shapes from black construction paper and ask their partner *What's this?* or *What are they?*

Closing

- Praise students for their work on shadows.
- Explain that in the next lesson, they are going to read a story.

Unit 3

LESSON 13 SB Pages 52–55 AB Pages 50–51

Objectives: To listen and follow a picture story
To think about what happens next in a story
To think about how to solve a problem

Vocabulary: *shadow, butterfly, bee, flower, little, sun, high, sky*

Language: *It's a bee shadow. They are flower shadows.*

Materials: Student's Book,pages 52-55
Activity Book, pages 50-51
Class CD
Digital Toolkit
Flash cards: Garden; day, night, shadow
Torch or lamp
A pencil for each student
Optional: piece of white paper, wooden dowel, modeling clay, pen, tape measure

Opener

- Revise the vocabulary from the unit using the flash cards.

STUDENT'S BOOK pages 52-55

1 Listen, read and point

1 Help students to find page 52. Look at the story frames with the class. Ask them what and who they can see in the pictures by pointing to the characters and items and saying *Who / What is this?*
2 Point to frame 1. Can the students guess where Adam and Dina are? (in the garden) What are they doing? Where is the sun? What time of day is it?
3 Look at frame 2 with the class. Can the students guess what Adam is pointing to? (a butterfly shadow)
4 Point to frame 3. Can the students guess what Dina is pointing to? (a bee shadow) Where is the sun now?
5 Look at frame 4 with the class. What is Adam pointing to? (flower shadows)
6 Point to frame 5. Discuss why the children are confused. Encourage students to look at the position of the sun in the sky, and to compare the children's shadows now with how they looked in frame 1.
7 Play the CD from frames 1-5. Students listen and point to each frame.



8 After the end of frame 5, pause the CD. Read Busy Bee's speech bubble. Ask students if they know why Dina and Adam's shadows are little? (the sun is high in the sky)
9 Read the question in the *Think!* box with the class. Ask students to raise their hands if they think they know the answer.
10 Ask students to predict what will happen next in the story.
11 Continue playing the story.
12 Play the story again. Students listen, point to each frame and join in with any words they can.





Audioscript

Narrator: *It's my shadow!*

1
Dina: *What is this?*
Adam: *It's a shadow.*

2
Adam: *What is this?*
Dina: *It's a butterfly shadow.*

3
Dina: *Look! It's a bee shadow.*
Adam: *Oh yes!*

4
Adam: *Oh look! They are flower shadows!*
Dina: *Oh yes!*

5
Adam: *Look! Why is my shadow small?*

6
Busy Bee: *The sun is far. Our shadows are small.*
Children: *Thank you, Busy Bee!*

Unit 3

Consolidation game

- Help students to get into six groups. Allocate each group a frame from the story to act out. Circulate, making sure that students know who is speaking in each frame and what they are saying.
- Gather the whole class together to act out their frames in order.

We see shadows!

- Help students to find page 55. Look at the photograph with the class. Ask *What can you see?* (a child making a shadow)
- Discuss where and when we see shadows. Ask students if they have ever seen a shadow puppet show. Explain that when the sun is high in the sky, directly above us, our shadows are little. When the sun is low in the sky, our shadows are longer.
- If possible, you might like to watch a video of a shadow puppet show.

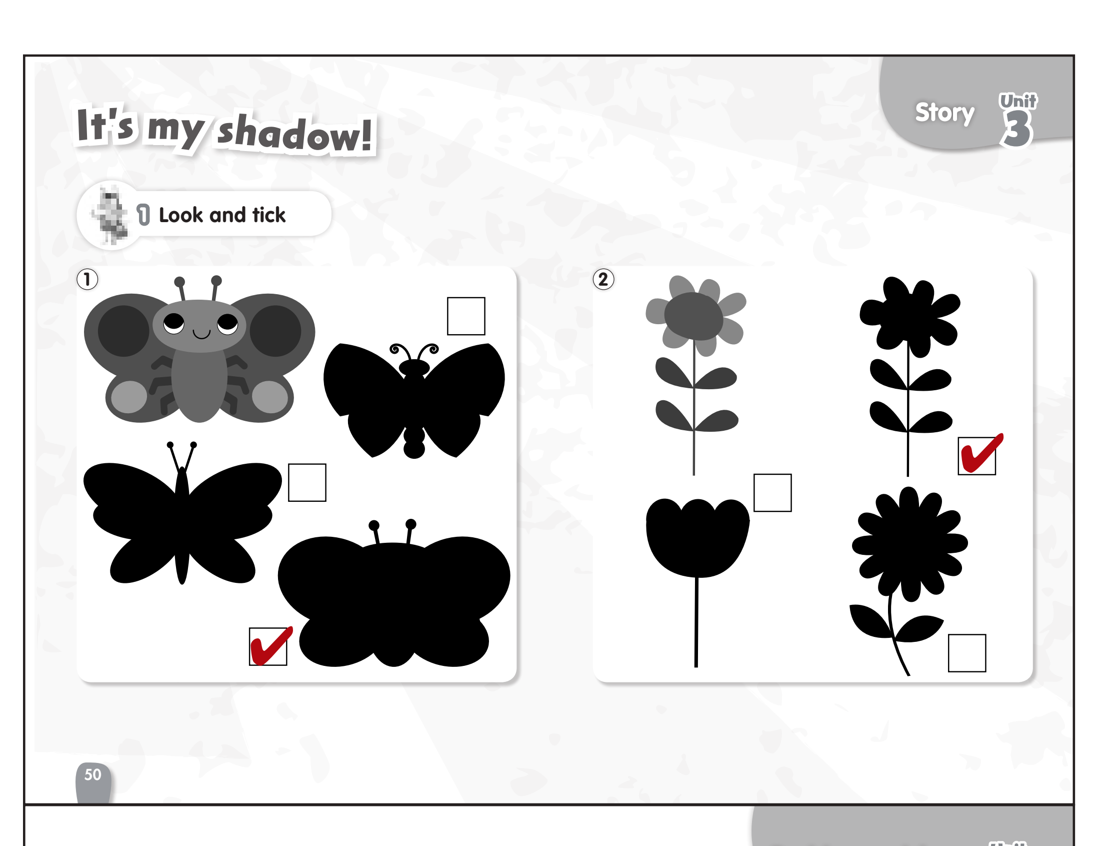
Class craft (optional)

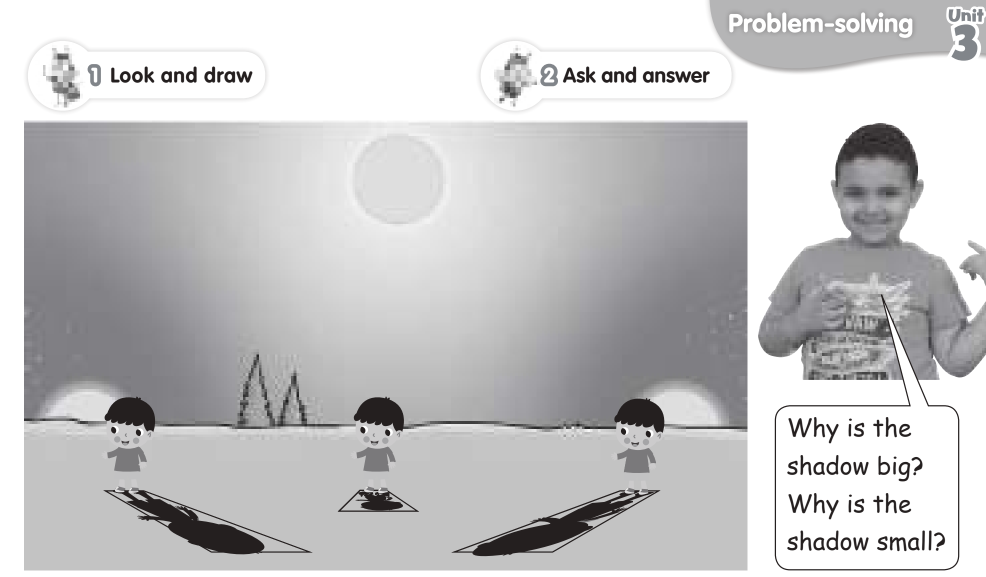
- Ask students to draw and cut out flowers, plants, bees, etc. and stick them onto popsicle sticks to make garden shadow puppets. Students use the garden puppets and their Busy Bee puppet from the previous lesson and play in small groups, making up their own stories.

Class activity (optional)

- At the beginning of the day, place a large piece of paper outside. Stick a large wooden dowel or stick in a piece of modeling clay and place this in the middle of the piece of paper.
- Choose a student to trace the shadow of the dowel onto the piece of paper and label the line with the time. Use a tape measure to measure the length of the line and write the results on the board.
- Repeat the exercise every hour for the rest of the day, choosing a different student to trace and measure the line each time.
- Once you have collected the results for a whole day, plot the measurements onto a graph drawn on the board, with time on the x-axis and length on the y-axis. Plot each point with a picture of a sun, then join the suns to create a curved line.
- Discuss the graph with the class. What happened to the length of the shadow through the day? At what time was the shadow at its longest?









ACTIVITY BOOK page 50

1 Look and tick

1 Help students to find page 50 in the Activity Book.
2 Focus students' attention on the picture of the butterfly from the story. Point to the three butterfly shadows and ask which one matches the butterfly from the story. Students draw a tick in the box beside the correct shadow.
3 Repeat the procedure for the picture of the flower from the story.

ACTIVITY BOOK page 51

1 Look and draw

1 If students made sun spinners in Lesson 8, ask them to get them out and talk about the position of the sun at different points of the day with a partner. Alternatively, revisit page 45 in the Student's Book and review the information. Explain that at different times of the day, our shadows are different lengths, just like the shadows of Adam and Dina in the story.
2 Ask a student to come to the front of the class. Dim the lights or close the blinds, then use a torch or lamp to demonstrate the changes to the student's shadow depending on the position of the torch.
3 Help students to find page 51 in the Activity Book.
4 Focus students' attention on the pictures of the sun. Point to each one in turn and elicit the words up, high, down.
5 Tell students that they are going to draw Adam's shadow in the boxes next to each picture of him. Remind students that when the sun is low in the sky, our shadows are long, and when the sun is high, directly above us, our shadows are small.
6 Go around the classroom, monitoring and helping as necessary. Ask students to talk about what they are doing.

2 Ask and answer

1 Students look at their pictures of Adam with his shadow with a partner and ask *Why is the shadow big?* (the sun is down) *Why is the shadow small?* (the sun is high).

Closing

- Revise with the class the idea that when the Sun in far, the shadow is small and when the Sun is near, the shadow is big.
- Explain that in the next lesson, they are going to do a project.

Unit 3

LESSON 14 SB page 56 AB page 52

Objectives: To work on a project
To make a shadow picture

Vocabulary: *shadow, butterfly, bee, flower, little, sun, high, sky.*

Language: *It's a (bee shadow). They are (flower shadows).*

Materials: Student's Book, page 56
Activity Book, page 52
Class CD
Digital Toolkit
Colored pencils or crayons for each student
Plastic or clay butterflies, bees, flowers, etc. torches or lights
A completed shadow picture to show the class if possible
Optional: Photographs of students creating their shadow pictures
Optional: black paper, white chalk

Opener

- Ask students to tell you about the story. Which family members are at home? What are Adam and Dina doing? What happened to the children's shadows? Why did their shadows change? Who helped them with the answer? Praise all correct answers.
- Listen to the story audio again. Ask students to look at the story frames in their Student's Book and think about where the sun is in the sky, and where the shadows are. Remind students that shadows change throughout the day as the sun appears to move across the sky.

STUDENT'S BOOK page 56

1 Make a shadow picture

1 If you have made a shadow picture, show it to the class. Say *This is my shadow picture! It's a bee*. Make sure each student has seen it properly by taking it around the class.
2 Help students to find page 56. Look at the pictures with the class. Say *Look! The children are making shadow pictures. Here are the materials. They are shining a light to make a shadow on the paper. They are drawing around the shadow to make a picture*.
3 Explain to the class that they are going to make their own shadow pictures, following the instructions in the pictures. Say *Now you try!*
4 First students choose an object. If you do not have plastic bees, butterflies or flowers, students can make them from modeling clay, or use alternative plastic toys (for example, zoo animals, vehicles, etc.). Then they work with a partner to shine a torch or lamp in such a way as to cast a shadow on their paper for them to draw around.

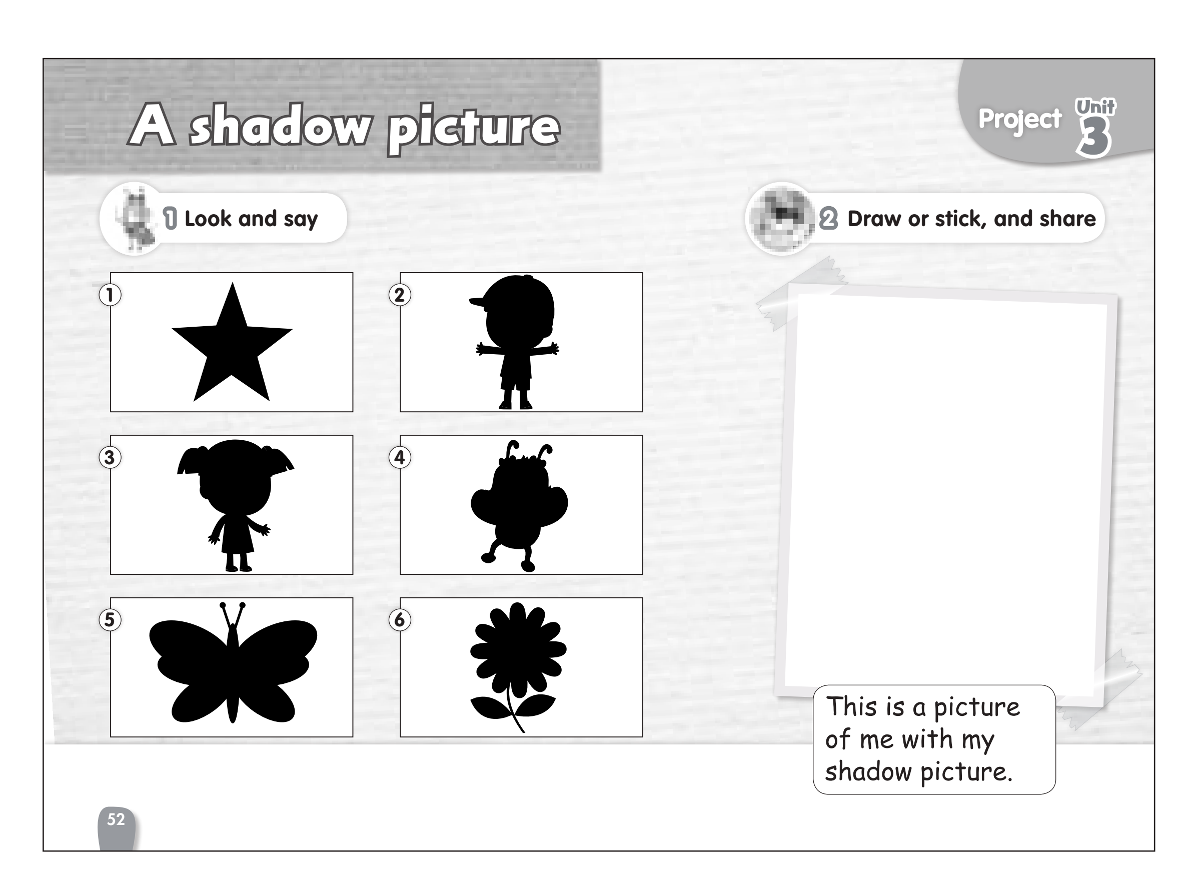


5 Monitor students' work. Ensure that they clean and tidy up when they finish.

2 Look and say

1 Put students into pairs. Tell them to take turns showing their shadow picture to their partner and say *It's a (flower)*.
2 Praise their work *Well done, everyone! Great shadow pictures. I saw good teamwork and good drawing*.





ACTIVITY BOOK page 52

1 Look and say

1 Help students to find page 52 in the Activity Book. Help students to get into groups of three or four. Students take turns to point to a picture and say what they see.
2 Go around the classroom, monitoring and helping with pronunciation and grammar as necessary.

2 Draw or stick, and share

1 Students can draw a picture or stick in a photo of them looking at their shadow pictures. They can present their photos to the class, saying *This is a picture of me with my shadow picture*.



- In pairs, students talk about their complete pictures, saying what colors they used.

Consolidation game

- Play *What's missing* (Games Bank, page 154) with the unit flash cards.

Class craft (optional)

- Stick a piece of black paper on the wall of the classroom and ask a student to stand in front of it, but not too close. Position a lamp so that the shadow of the student's head is seen in profile on the piece of paper. Ask another student to draw around the shadow of their classmate's head using white chalk.
- Put students into pairs and help them to create shadow pictures of each other.
- Cut out the pictures of the students' heads and display them in the classroom – can students recognize their own shadow?

Closing

- Praise students for their work on their projects.
- Explain that in the next lesson, they are going to make their own shadows and talk about them.

Unit 3

LESSON 15 SB page 57 AB page 53

Objectives: To revise the unit content
To talk about shadows

Vocabulary: *garden, flower, plants, bees, birds, butterfly, get up, go to school, go to bed, eat breakfast, eat lunch, eat dinner, night, day, shadow, moon, stars, up, high, down, morning, afternoon, evening*

Language: *It's a (snake). They're (elephants).*
What does the shadow look like? It's a (snail).

Materials: Student's Book, page 57
Activity Book, page 53
Digital Toolkit
Flash cards: Garden; Daily routine; night, day, shadow, moon, stars, up, high, down
Unit 3 cut-outs, Activity Book, page 85
Relevant posters
Colored pencils or crayons for each student
Students' shadow pictures from Lesson 14
White sheet, lamp, toy animals

Opener

- Look at the shadow pictures that the students made in Lesson 14 together, and talk about them as a class. Say *What great shadow pictures! I can see (butterflies).*

Presentation

1 Ask students what they can remember from this unit. Say What can you remember? Look at the flash cards and posters together again and revise the unit vocabulary.

STUDENT'S BOOK page 57

1 Show and tell

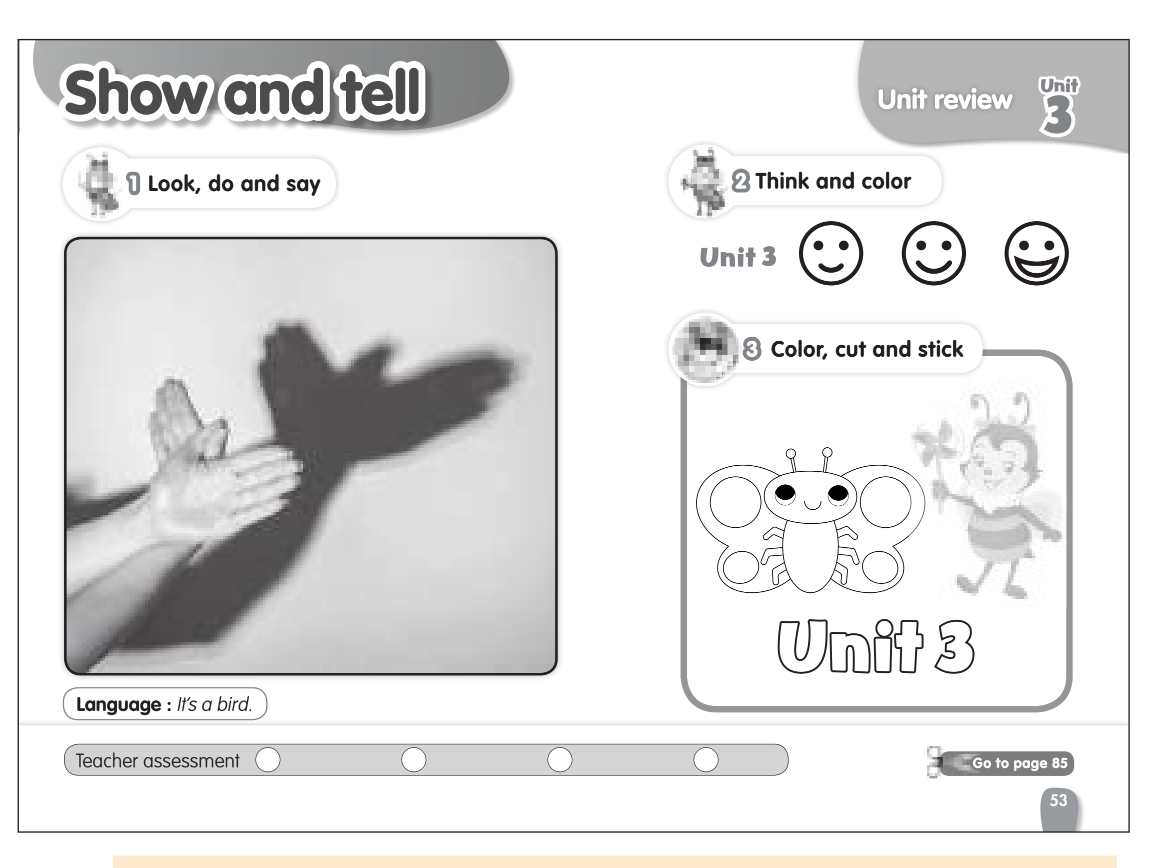
1 Help students to find page 57. Look at the page with the class, and explain that the children in the picture are making shadows with different shapes.
2 Say *Let's show and tell*. Create a space to make shadows using a white sheet and a light source (either from the window or from a lamp). Invite groups of students to hold their hands in different shapes behind the sheet as their classmates say what they can see.



3 Encourage students to use the words and phrases they have learned in the unit.

2 Look and color

1 This is a self-assessment activity. Students look at the categories: *Vocabulary* (for the new words for the garden, the daily routine, and shadows), *Life skills* (self-management), *Phonics* (they know the phonics sounds /l/, /ks/ and /j/), *Science* (if they understand about shadows) and *Project* (for their shadow pictures).
2 For each category, students draw a smile on the face next to the pictures and color it if they feel they have understood the section.



ACTIVITY BOOK page 53

1 Look, do and say

1 Help students to find page 53 in the Activity Book. Focus students' attention on the picture of the hands making a bird shadow. Help students to put their own hands into the correct position to make a bird shadow.
2 Students work in pairs to create their own hand shadows of animals (for example, a duck, a spider, a snail, a rabbit). Help students to position their hands in relation to the light source to get the best shadows.
3 Choose a confident pair of students to repeat the task in front of the class.
4 Ask students to say the name of the animal's shadow which they made (e.g. bird, spider, etc.)

2 Think and color

1 This is a self-assessment activity. Students reflect on the unit and decide how well they have understood it. They choose the correct face and color it. They could use the *Look and color* activity on Student's Book page 57, to help them decide.
2 Go around the classroom and guide students as they work.

3 Color, cut and stick

1 Students color the butterfly and the unit number.
2 Help the students find the Unit 3 cut-outs at the back of the Activity Book (page 85). Students find the correct bee figure, cut it out and stick it in the correct place on the page.
3 See the notes on page xix for guidance on how to complete the Teacher assessment at the bottom of the page.

Fast finishers



- Ask students to look back at Unit 3 in their Student's Book with a partner, pointing to and saying as many words as they can.

Consolidation game

- Play *Point to the card* (Games Bank, page 153) with the unit vocabulary.

Closing

- Tell students that in order to leave this unit and go to the next one, they should write one thing they have learned from this unit on a piece of paper and give it to you. When the students finish, select some answers to read.
- Say *Thank you* to the students for their hard work in this unit.
- Explain that in the next lesson, they are going to learn about parties and food.



LESSON 1 SB page 58 AB page 54

Objectives: To identify vocabulary for a party

Vocabulary: *balloon, cake, decoration, ice-cream, orange juice, pizza, yogurt*

Language: *What can you see? I can see (decorations).*

Materials: Student's Book, page 58
Activity Book, page 54
Class CD
Digital Toolkit
Flash cards: balloon, cake, decoration, ice-cream, orange juice, pizza, yogurt
Relevant posters
Colored pencils or crayons for each student

Opener

- Use the relevant poster to review things from the garden and the daily routine.

Presentation

1 Use flash cards to present and practice the new party words: *balloon, cake, decoration, ice-cream, orange juice, pizza* and *yogurt.*
2 Point to the balloon picture and say *balloon*. Students repeat several times chorally and then individually.
3 Repeat the procedure for the other items.
4 Then point to each item in turn and ask *What is it?* Vary the order you point to the items.
5 You can also practice the new words using the relevant poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster and ask *What is it?* Help the student to say the word.
6 Play *Go to the card (1)* (Games Bank, page 152) to practice the new words.

STUDENT'S BOOK page 58

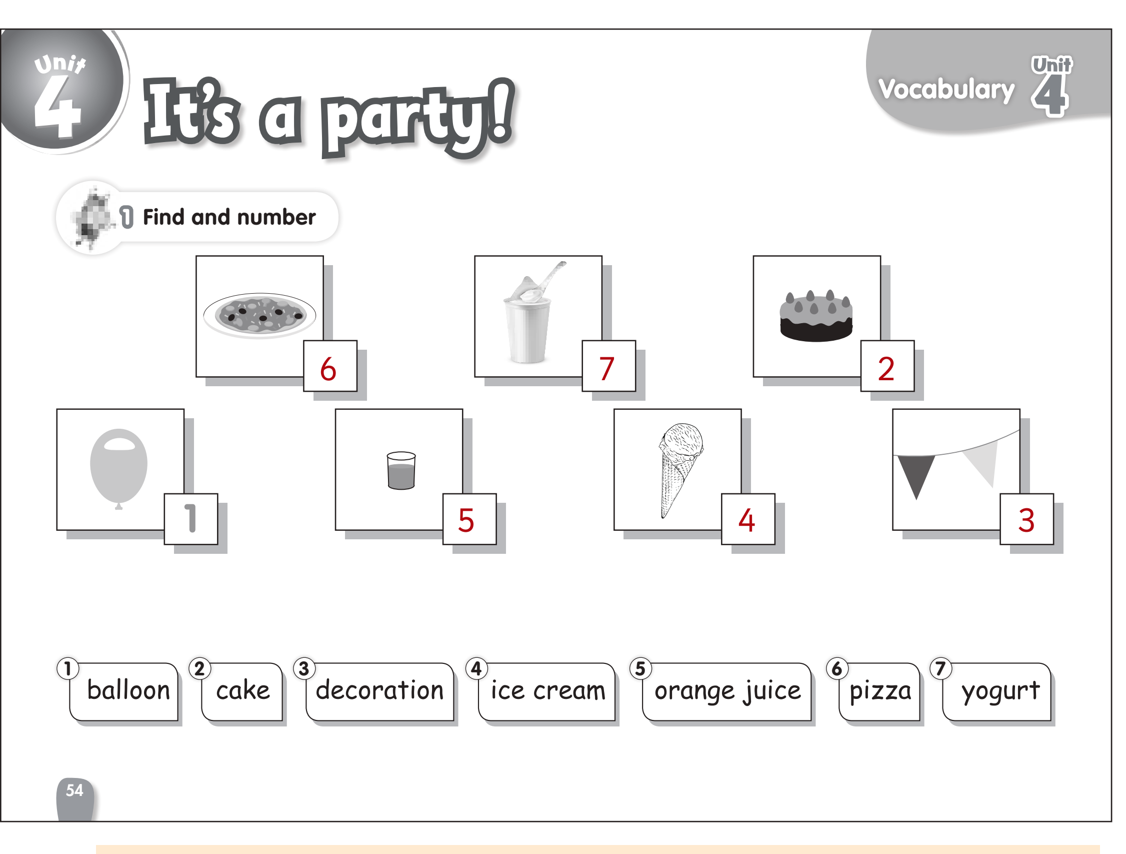
1 Listen and find

1 Help students to find page 58. Ask students What can you see in the picture? Encourage students to name the party decorations and party food in the garden and to name as many other items as they can in the picture.
2 As a student names an item, ask them *What color is it?* or *How many are there?* Praise all correct answers.
3 Then say *Now listen*. Play the CD, pausing after each statement for students to find the correct item in the picture and point to it. Encourage them to hold up their books, point to the picture and repeat the word.



Audioscript

Boy: *What can you see?*
Girl: *I can see decorations.*
Boy: *I can see balloons.*
Girl: *I can see pizza.*
Boy: *I can see cake.*
Girl: *I can see ice-cream.*
Boy: *I can see yogurt.*
Girl: *I can see orange juice.*



ACTIVITY BOOK page 54

1 Find and number

1 Help students to find page 54 in the Activity Book.
2 Focus students' attention on the pictures. Use calling sticks to choose students to name each of the items.
3 Put students into pairs. Tell the students that they are going to number the things in the pictures according the word labels. Point to the picture of the balloon and ask students to find the balloon label. Show them how the number 1 is written 1 in the box next to it. Say *I can see a balloon*. Encourage students to repeat as a class.
4 Check understanding then ask students to continue the exercise in the same way with their partner.
5 Go around the classroom, monitoring and helping as necessary.
6 Check answers as a class.

Consolidation game

- Play *What's missing?* (Games Bank, page 154) with the party vocabulary.

Closing

- Elicit orally the vocabulary introduced today. Say *Today we learned these words*: balloon, cake, ice-cream, etc.
- Explain that in the next lesson, the students are going to practice writing these words.



LESSON 2 SB page 59 AB page 55

Objectives: To identify different party items
To read and match words with different items

Vocabulary: *balloon, cake, decoration, ice-cream, orange juice, pizza, yogurt*

Materials: Student's Book, page 59
Activity Book, page 55
Class CD
Digital Toolkit
Flash cards: Party
Relevant posters
A pencil for each student
Optional: paper and colored pencils or crayons for the *Fast finishers* activity

Opener

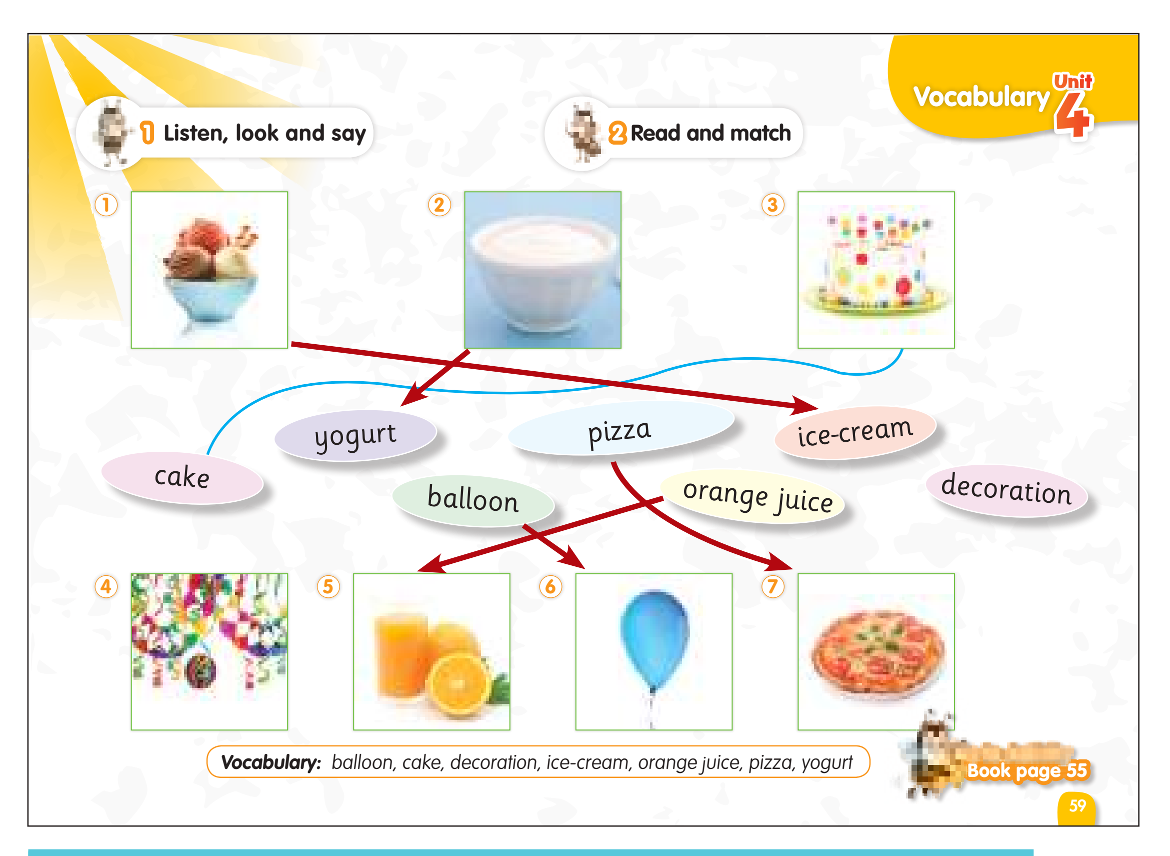
- Play *Point to the card* (Games Bank, page 153) with the flash cards of party items.

Presentation

STUDENT'S BOOK page 59

1  Listen, look and say

1 Help students to find page 59. Ask students if they can identify any of the things shown on the page. Praise all correct answers.
2 Tell students that they are going to listen and point to the correct party items.
3 Say *Let's listen*.
4 Play the CD, pausing after each word. Ask students to hold up their books and point to the party item they heard.
5 Point to the pictures in a random order and encourage students to say the word. Increase the speed at which you point to the pictures as students become more confident.

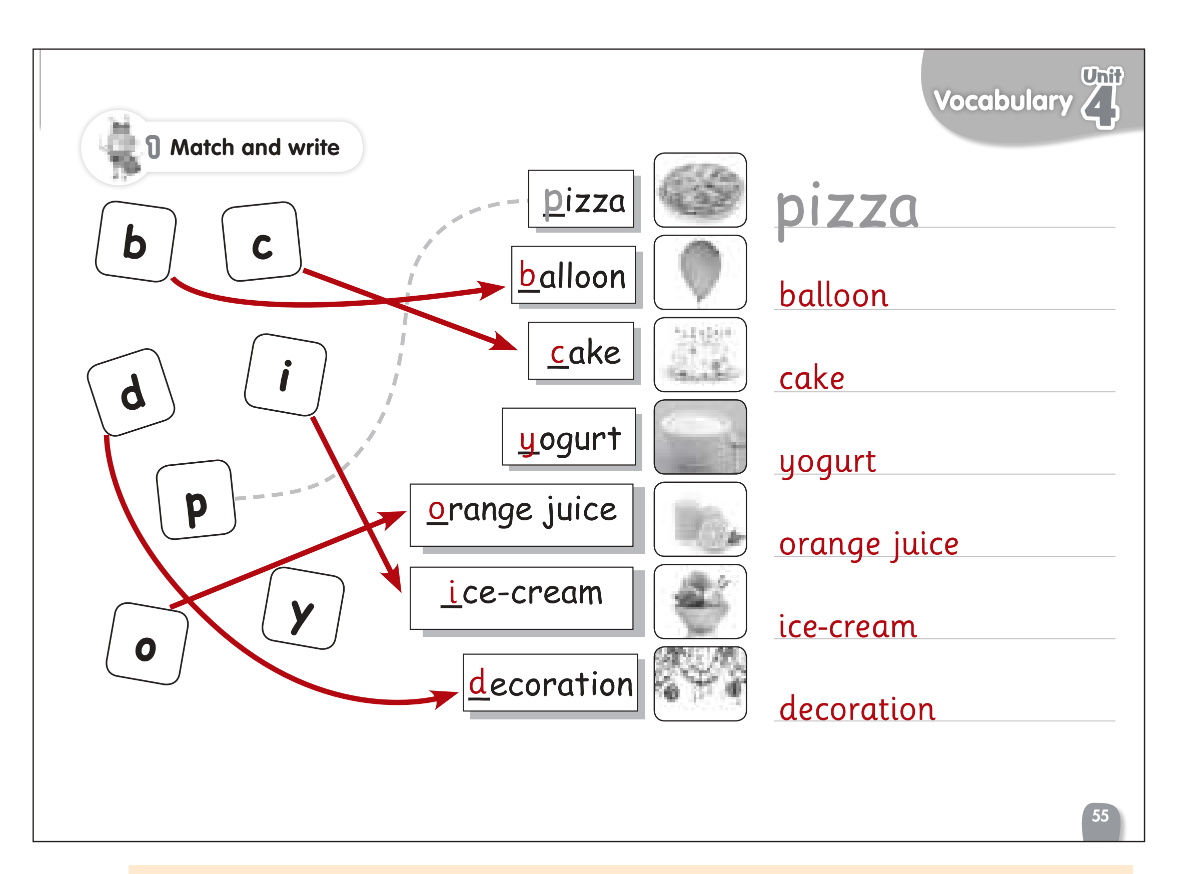


Audioscript

1 *ice-cream*
2 *yogurt*
3 *cake*
4 *decoration*
5 *orange juice*
6 *balloon*
7 *pizza*

2 Read and match

1 Put students into pairs. Focus students' attention on the words in the middle of the page.
2 Tell students that they are going to read the words and then draw lines to match each word to the correct picture. Point out that a line has already been drawn between the picture of the cake and the word cake.
3 Ask students to take turns to point to a word and tell their partner what it says, with their partner finding the matching picture. Both students draw a matching line.
4 Check answers as a class.



ACTIVITY BOOK page 55

1 Match and write

1 Help students to find page 55 in the Activity Book. Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.
2 Focus students' attention on the letters on the left-hand side of the page. Point to each letter in turn and elicit the sound. Note that on this occasion, the pronunciation of the letter i is the long vowel /aɪ/ rather than the short vowel /ɪ/.
3 Focus attention on the first picture and elicit the word (pizza). Ask students *What is the first sound?* Repeat the word *pizza*, placing emphasis on the sound */p/*. Encourage students to repeat the sound several times. Show students the matching line between the letter *p* and the word *pizza*, and the letter *p* written to complete the word.
4 Students work individually to complete the exercise, matching the letters to the words and then writing the letters to complete the words.
5 Go around the classroom, monitoring and helping as necessary. Students check answers with their shoulder partner.
6 Students then copy the words on the empty lines beside each picture like the word pizza at the top of the page.

Fast finishers



- Students can draw and color a picture of themselves at a garden party. Encourage them to title the picture 'It's a party!' Display the pictures on the wall of your classroom..

Consolidation game

- Using the relevant poster or the students' own drawings of a garden party, play *I spy* … Say *I spy with my little eye, something beginning with (/p/)*. Encourage students to guess what it is you are thinking of (for example, *pizza*). You may like to choose some confident students to lead the game.

Closing

- Summarize together as a class what the students learned today. Say *Today we learned words like* balloon, cake, etc.
- Explain that in the next lesson, they are going to practice asking for things they want.

Unit 4

LESSON 3 SB page 60 AB page 56

Objectives: To ask for food using *some*
To use *please* and *thank you*
To order and write whole sentences
To use *can* for making questions

Vocabulary: *cake, ice-cream, orange juice, pizza, yogurt, please, thank you*

Language: *Can I have some (cake), please? Yes, here you are. Thank you.*

Values: Respect

Materials: Student's Book, page 60
Activity Book, page 56
Class CD
Digital Toolkit
Flash cards: Party; Food (KG1)
Coloring pencils or crayons for each student
Optional: Play food, including cake, pizza, ice-cream, yogurt and orange juice

Opener

- Play *Go to the card (2)* (Games Bank, page 152) to review party and food vocabulary.
- If students have drawn pictures of their own garden party, invite them to show their work to the class.

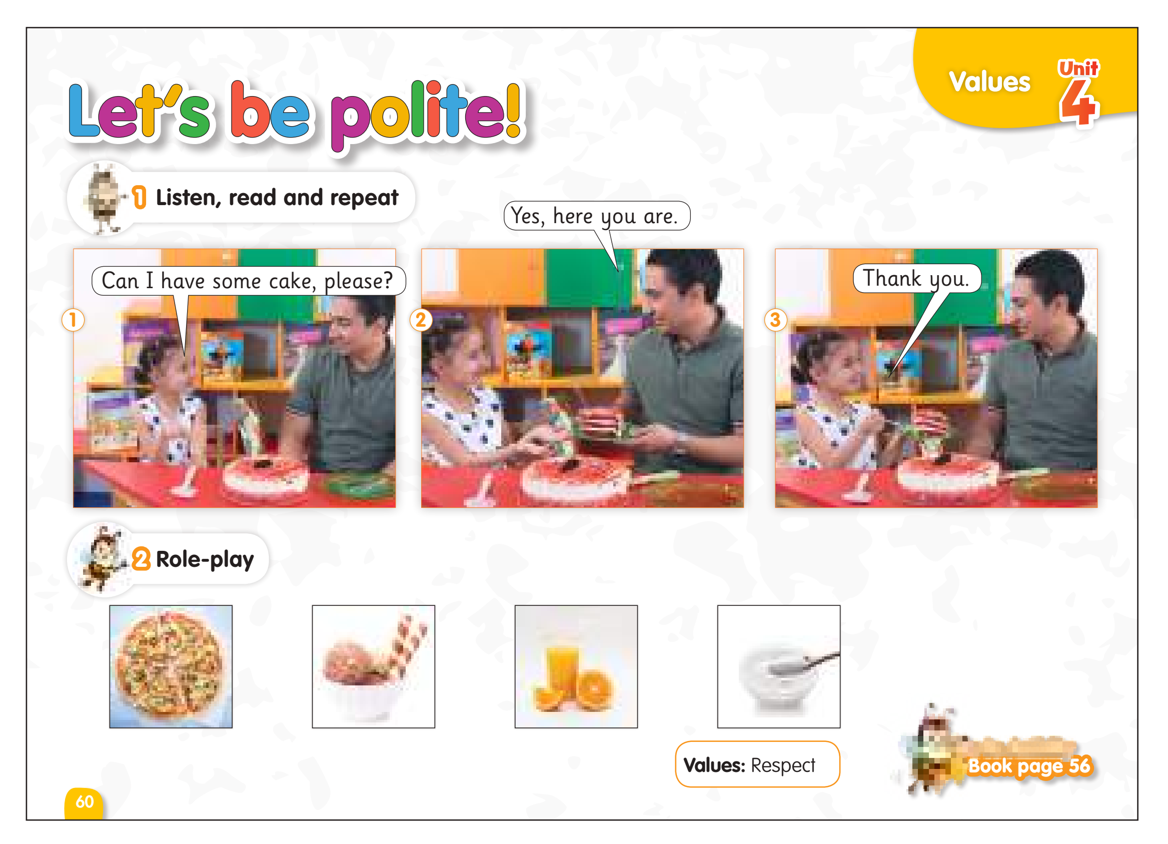
Presentation

1 Place some play food on the table – *cake, pizza, ice-cream, yogurt* and *orange juice*.
2 Use calling sticks to choose a student to come up to the table. Ask *Can I have some cake, please?* Encourage the student to pass you the cake. Say *Thank you!*
3 Swap roles, so that the student asks for an item of food. As you pass it to them, say *Yes, here you are.* Encourage the student to say *please* and *thank you*.
4 Explain to students that it is important to be polite when asking for things and to say *please* and *thank you*. Say the words *please* and *thank you* several times for students to repeat chorally and individually.

STUDENT'S BOOK page 60

1  Listen, read and repeat

1 Help students to find page 60. Ask students what they think is happening in pictures 1-3.



2 Tell students that they are going to listen to the conversation and read along.
3 Say *Let's listen.*
4 Play the CD, playing each dialog twice. Encourage students to read along, using their finger to follow the words.

Audioscript

Child: *Can I have some cake, please?*
Daddy: *Yes, here you are.*
Child: *Thank you.*

2 Role-play

1 Focus students' attention on the four party food images at the bottom of the page and elicit the words.
2 Put students into pairs. Students take turns to point to each of the foods and act out a dialog, like the one they heard in Exercise 1.
3 Go around the classroom, monitoring and helping as necessary. Ensure that students are using *please* and *thank you*, and swapping roles each time.

Let's be polite!

Values Unit 4



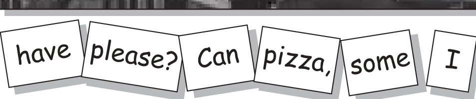
1 Look, order and write

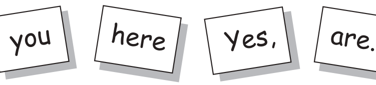
1



2







Can I have some pizza, please?

Yes, here you are.



ACTIVITY BOOK page 56

1 Look, order and write

1 Help students to find page 56 in the Activity Book. Point to the first picture and ask students to guess what they think the child is asking (Can I have some pizza, please?) Point out to students that the words needed to make the question are mixed up under the picture.
2 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.
3 Ask students to point to the word Can and then copy it onto the line below the picture. Ask *Which word is next?* (I) Students continue pointing to and copying the words in order until they have written the whole question underneath the picture. Students read the question to their shoulder partner.
4 Repeat the procedure for the second picture.
5 Go around the classroom, monitoring and helping as necessary.

Fast finishers

- Give students a selection of play food and encourage them in pairs to act out the dialog from the CD. Tell students that if their partner doesn't use *please* or *thank you* when asking, they should not give them the food.

Consolidation game

- Play *Memory* (Games Bank, page 153) using the party flash cards or realia.

Closing

- Get pairs of students to role-play the dialog, e.g.:
  Can I have some (orange juice), please?
  Yes, here you are.
  Thank you.
- Explain that in the next lesson, they are going to learn about festivals.



LESSON 4 SB page 61 AB page 57

Objectives: To identify vocabulary for celebrations

Vocabulary: *Eid al Fitr, Christmas, Sham el Nessim, New Year*

Language: *I like to celebrate (Eid al Fitr).*

Materials: Student's Book, page 61
Activity Book, page 57
Class CD
Digital Toolkit
Flash cards: Party; Food (KG1); Eid al Fitr, Christmas, Sham el Nessim, New Year
Relevant posters
A pencil for each student

Opener

- Stick the flash cards for foods on the board. Use calling sticks to invite students up the board. Ask *Can I have an (apple), please?* The student takes the flash card from the board and passing it to you, saying *Yes, here you are*. Say *Thank you!* The student then chooses another student to come to the front and asks *Can I have some (pizza), please?* The next student takes the correct flash card from the board and so on. The game continues until all of the flash cards have been taken from the board.

Presentation

1 Use flash cards to present the words *Eid al Fitr, Christmas, Sham el Nessim, New Year.* Ask students to tell you if they know anything about any of the celebrations. Do they take part in any of them? What happens at the celebrations? Do they have a favorite celebration?
2 Invite four students to the front of the class and give each of them a flash card. Arrange the students in order of when the celebrations take place: *New Year, Sham el Nessim, Eid al Fitr, Christmas.*
3 Display the relevant poster and ask students to tell you what they can see.

STUDENT'S BOOK page 61

1 Listen and circle

1 Help students to find page 61. Ask students if they recognize any of the things in the pictures. Can they guess what festival is being celebrated in each picture?
2 Tell students that they are going to listen and circle the correct words under each picture.



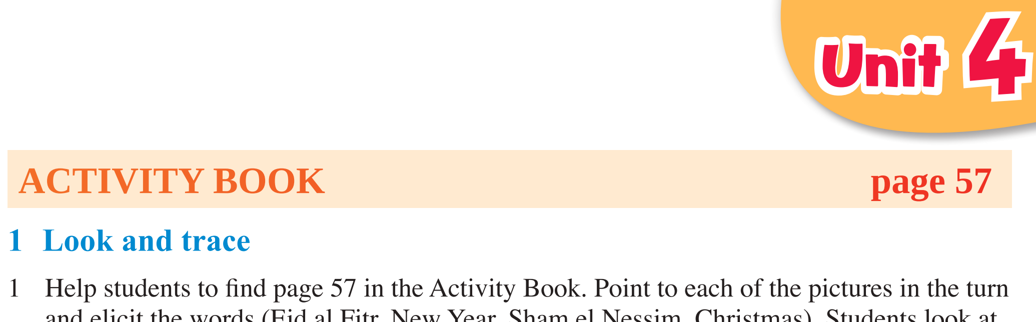
Say *Let's listen.*
3 Play the CD, pausing after each statement to allow students to point to the picture and circle the correct words.

Audioscript

1
Girl: *I like to celebrate New Year.*
2
Girl: *I like to celebrate Sham el Nessim.*
3
Boy: *I like to celebrate Eid al Fitr.*
4
Boy: *I like to celebrate Christmas.*

2 Point and say

1 Put students into pairs. Students take turns to point to each of the pictures and name the celebration. They then point to their favorite celebration and say *I like to celebrate (Eid al Fitr).*





2 Use calling sticks to choose students to tell the class which is their favorite festival.

ACTIVITY BOOK page 57

1 Look and trace

1 Help students to find page 57 in the Activity Book. Point to each of the pictures in the turn and elicit the words (Eid al Fitr, New Year, Sham el Nessim, Christmas). Students look at the pictures and trace each of the celebration names.

Consolidation game

- Play *Mime it* (Games Bank, page 153), with the celebrations vocabulary.

Closing

- Praise students for their work this lesson.
- Explain that in the next lesson, they are going to learn more about festivals.



LESSON 5 SB page 62 AB page 58

Objectives: To talk about celebrations
To use *he* and *she*

Vocabulary: *Eid al Fitr, Christmas, Sham el Nessim, New Year*

Language: *He/She likes to celebrate (Eid al Fitr).*

Materials: Student's Book, page 62
Activity Book, page 58
Class CD
Digital Toolkit
Flash cards: Eid al Fitr, Christmas, Sham el Nessim, New Year
Relevant posters
Coloring pencils or crayons for each student

Opener

- Review the new celebrations vocabulary with the flash cards and the relevant poster.
- Ask students to tell you what celebrations they like. Repeat each students' answer, saying *He/She likes to celebrate Sham el Nessim*. Remind students that we use *he* when we are talking about boys, and *she* when we are talking about girls.

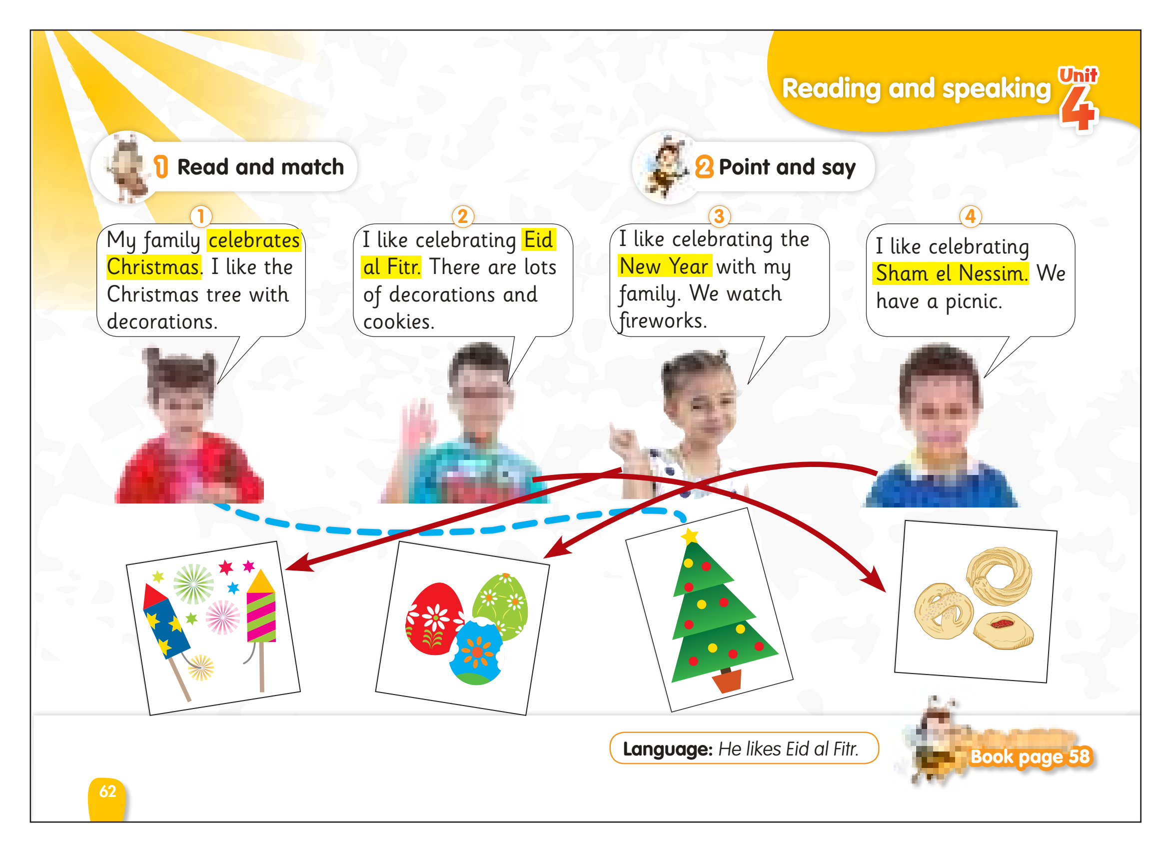
STUDENT'S BOOK page 62

1 Read and match

1 Help students to find page 62. Point to the pictures at the bottom of the page and elicit the name of each celebration.
2 Focus students' attention on the children with the speech bubbles. Point to the first speech bubble and read *My family celebrates Christmas. I like the Christmas tree with decorations*. Show students the line matching the first child to the picture of Christmas. Explain that they are going to match the rest of the pictures.
3 Check comprehension. Students work in pairs to read the words in the speech bubbles and draw lines to match each child to the correct celebration picture.
4 Check answers as a class.

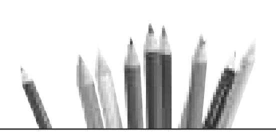
2 Point and say

1 Point to the first child and say *She likes Christmas*. Still in pairs, students take turns to point to each child and say *He/She likes …*



2 They then say the sentence for their partner to point to the correct child.
3 Encourage students to ask their partner which celebration they like, then use calling sticks to choose students to tell you about their partner, using the correct gender pronoun.

Reading and writing Unit 4





1 Read, write and draw

I like celebrating ....

58

ACTIVITY BOOK page 58

1 Read, write and draw

1 Help students to find page 58 in their Activity Book.
2 Students think about which celebration they like. They draw a picture of themselves celebrating, then write the word to complete the sentence underneath.
3 Go around the classroom, monitoring and helping as necessary. Ask students to tell you about their drawings.



Fast finishers

- In pairs, students talk about their favorite festival, elaborating on why they like it.

Consolidation game

- Stick the flash cards for the festivals on different walls of the classroom. Call out the names of the celebrations and encourage students to move to the correct flash card. To extend the game, call out things that happen at each of the festivals, guided by the Student Book page, for example, *We have a picnic*. (Sham el Nessim), *There is a tree with decorations*. (Christmas)

Closing

- Get pairs of students to talk about a festival of their choice, using *I like…* .
- Explain that in the next lesson, they are going to learn more about festivals.

LESSON 6 SB page 63 AB page 59

Objectives: To count from 1-20
To recognize some habits of Sham el Nessim

Vocabulary: *eggs*

Language: *There are (five) (red) (eggs).*

CLIL: Connect with Math: Let's count!

Materials: Student's Book, pages 63
Activity Book, page 59
Class CD
Digital Toolkit
Flash cards: numbers 11-20
Coloring pencils or crayons for each student
Optional: Colored eggs (real dyed boiled eggs or plastic eggs)
Optional: Colored paper, string and craft materials

Opener

- Use calling sticks to invite confident students to the front of the class to show the drawings that they made in the Activity Book in the last lesson.
- Play *Color Spot* (Games Bank, page 152) to review colors.
- Play *Pass the number* (Games Bank, page 153) to review the numbers 1-10.

Presentation

1 Use flash cards to introduce the numbers 11-15.
2 Play *Show me* (Games Bank, page 153) to reinforce the new vocabulary.

STUDENT'S BOOK page 63

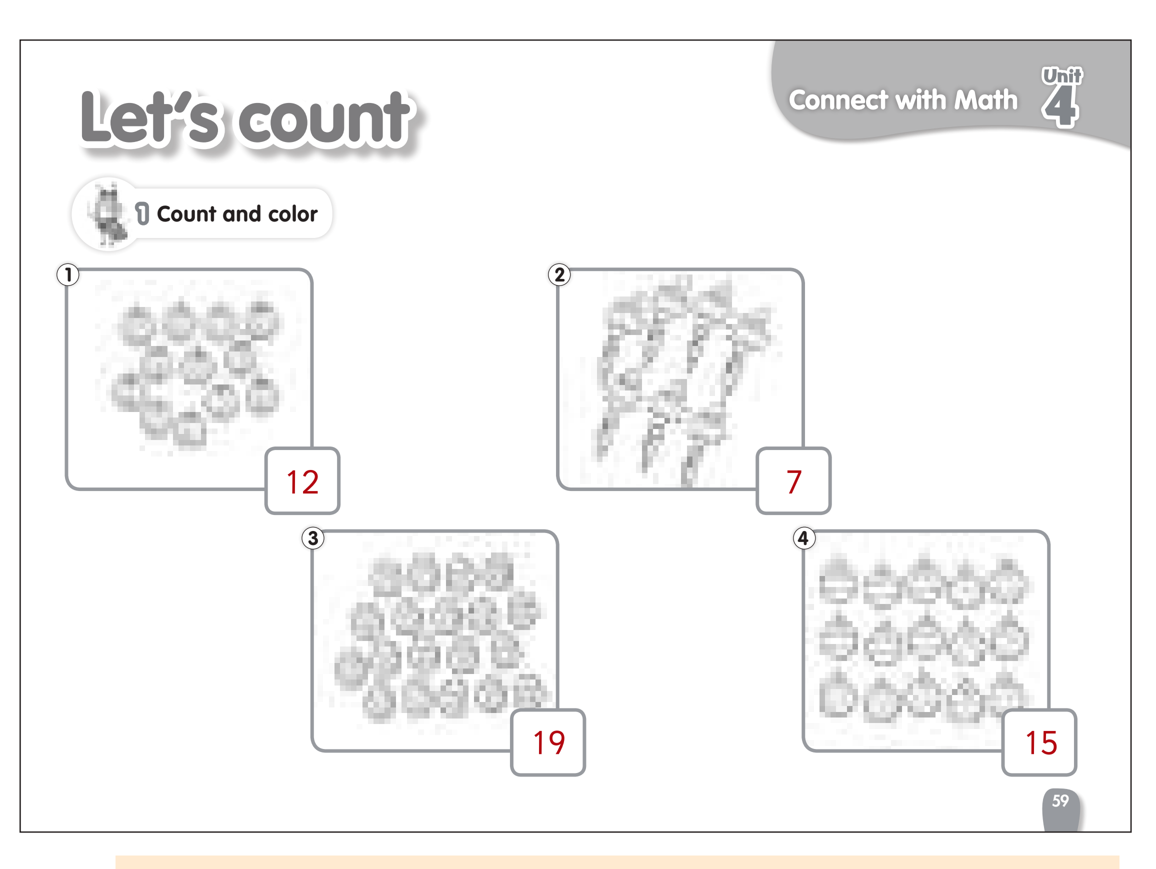
1 Look and count

1 Help students to find page 63. Point to the picture and ask students which celebration they can see (Sham el Nassim). Ask students to tell you what foods they can see at the picnic.

2 Ask *How many red eggs?* Students find the eggs and point at the number 11 by the symbol of the red egg. Repeat the procedure for the rest of the eggs. Students write the correct number beside each symbol.



3 Check answers as a class. Ask students to use full sentences to tell you how many eggs there are *There are five red eggs*.



ACTIVITY BOOK page 59

1 Color and count

1 Help students to find page 59 in the Activity Book.
2 Ask students what they can see in each of the frames. Point to each in turn and ask *What celebration?* and elicit the words (1 Ramadan, 2 New Year, 3 Sham el Nessim, 4 Christmas).
3 Draw students' attention to the first frame and ask them to color then count the lanterns. Show students how to write the number 12 in the number box as they count 12 lanterns.
4 Check comprehension. Students colors the items in each of the frames. They count the items and write the number in the number box.
5 Students check answers with their shoulder partner.

Class activity (optional)

- Before the lesson, hide colored eggs around the classroom. Help students get into groups and ask each group to search for eggs of a particular color.
- Count the total number of eggs, and then count how many are in each color.

Class craft (optional)

- Cut lantern shapes from colored paper and ask students to decorate them with any craft materials that you have. Allocate students a number from 1-20 and ask them to write it clearly in the middle of the lantern. When students have finished, ask them to organize themselves in numerical order. Thread the lanterns onto a piece of string or ribbon in numerical order and display in the classroom. Count the number of lanterns, then the number of lanterns in each color. Point to the lanterns at random and ask students to tell you the number.

Consolidation game

- Play *Sorting* (Game Bank, page 154). Show students pictures or realia related to different celebrations and ask them to say which celebration each thing is associated with.

Closing

- Ask students to help you count the boys in class and write the number on the board. Do the same with the number of girls in the classroom.
- Explain that in the next lesson, they are going to learn about preparing for a party..



LESSON 7 SB page 64 AB page 60

Objectives: To try to plan a party
To think about being helpful and cooperative
To order events

Vocabulary: *eat, invite, set up, clean up, arrive*

Language: *Let's (eat the food).*

Materials: Student's Book, page 64
Activity Book, page 60
Class CD
Digital Toolkit
Flash cards: eat, invite, set up, clean up, arrive
Coloring pencils or crayons for each student
Optional: Paper and coloring pencils for each student

Opener

- Ask students to tell you about a time that they had a party, or were involved in preparations for a party. What sort of party was it? What did they or their family need to do before the party? Who was invited? Did they set up decorations or make any food? Did they help to clean up when the party was finished?

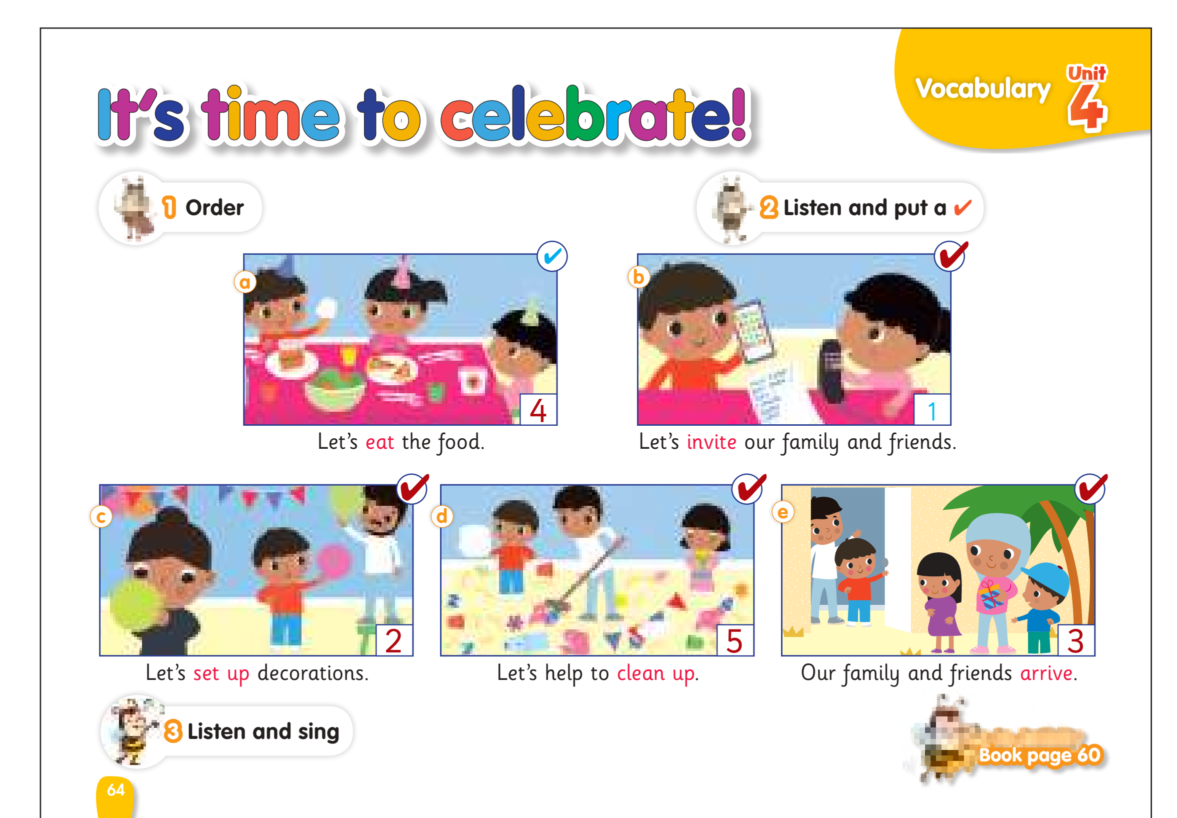
Presentation

1 Use the flash cards to present and practice the new words: *invite, set up, arrive, eat and clean up.*
2 Say each of the words or phrases as you show the picture and encourage students to repeat.
3 Explain to students that these words are 'doing words' and we can use them to give instructions to tell people what to do, for example *Let's set up decorations! Let's eat the food! Let's clean up!*
4 Help students to get into five groups and allocate each group one of the new verbs. Each group works together to think of an action to represent their word or phrase. Each group then presents their action to the rest of the class for them to copy.
5 Play *Mime it* (Games Bank, page 153) using the actions that you have developed as a class to practice the new vocabulary.

STUDENT'S BOOK page 64

1 Order

1 Help students to find page 64. Point to each of the pictures in turn and ask students to



tell you what they can see. Encourage students to think about what things are happening before the party starts, what happens during the party, and what happens when the party is finished.
2 Put students into pairs. Students work with their partner to order the pictures, writing the numbers 1-5 in the number boxes.
3 Students can check answers after they have listened to the song.

2 Listen and put a ✔

1 Focus students' attention on the sentences under each of the pictures on page 64. Read the sentences as a class, pausing as you get to the verb highlighted in red and asking students to say what the word is.
2 Tell students that they are going to listen to a song about a party. Students listen and draw a check next to each sentence as they hear it in the song.
3 Play the CD, pausing after each section to allow students to draw a check.
4 Play the song and ask students to look at and, if necessary, review the ordering that they did in the first activity.

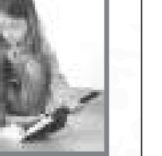


It's time to celebrate!




1 Look, read and choose

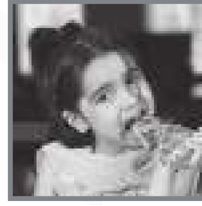






set up / clean up



clean up / eat

60



Audioscript

It's time to celebrate!
Let's invite our family and friends,
Let's invite our family and friends!

It's time to celebrate!
Let's set up decorations,
Let's set up decorations!

Our family and friends arrive, hooray!
Our family and friends arrive, hooray!

It's time to celebrate!
Let's eat the food,
Let's eat the food!

It's time to stop!
Let's help to clean up,
Let's help to clean up!

3 Listen and sing

1 Say *Let's sing!* Play the song on the CD again several times, encouraging students to join in with the words when they are ready.
2 Students might like to think of some actions to accompany the song.
3 When students are confident, play the version of the song without words, and encourage them to sing along.

ACTIVITY BOOK page 60

1 Look, read and choose

1 Help students to find page 60 in the Activity Book.
2 Point to each of the pictures in turn and ask students to tell you what they can see. Focus students' attention on the first picture and the words underneath. Ask *Eat or invite?* Demonstrate how to draw a circle around the word *invite*.
3 Students work with their shoulder partner to circle the correct words under each of the pictures.
4 Go around the classroom, monitoring and helping as necessary. Ask students to tell you about the pictures.
5 Check answers as a class.

Fast finishers

- Play *What's missing?* (Games Bank, page 154) with the verb flash cards to review the vocabulary.

Class craft (optional)

- Give each student a piece of paper and ask them to design a party invitation. Students work with their shoulder partner to think about the information that would need to be on the invitation (what the party is celebrating, who the invitation is for, when it is, where it is, what food there will be, etc.). It is possible that they want to write about things that they don't know the name of in English, so help them to say and spell the new words.
- Students write the relevant information on their invitations and decorate it. Students swap invitations with their shoulder partner and read them.
- Go around the classroom, monitoring and helping as necessary. Ask students to tell you about their partner's party.

Closing

- Mime some actions like *Clean up* and students guess the answer.
- Explain that in the next lesson, they are going to talk about helping when visitors come.

Unit 4

LESSON 8 SB page 65 AB page 61

Objectives: To use verbs in the third person

Vocabulary: *eat, invite, set up, clean up, arrive*

Language: *She/He (eats) the (ice-cream).*

Materials: Student's Book, page 65
Activity Book, page 61
Digital Toolkit
Flash cards: eat, invite, set up, clean up, arrive
Colored pencils or crayons for each student
Pictures of boys and girls

Opener

- Play *Word Whispers* (Games Bank, page 154) to review the party verbs vocabulary.
- Remind students that we use *She* for girls and *He* for boys. Point to yourself and say *I'm a girl/boy*. Encourage students to do the same.
- Stick pictures of girls and boys on the board. Use calling sticks to choose a student to come to the board and point to all the girls. Choose another student to come to the board and point to all the boys.

Presentation

1 Explain to students that we can use the new 'doing words' to give instructions, but we can also add s to each of the words to talk about what someone else is doing.
2 Say *Let's clean up!* Ask a student to come to the front of the class and perform the action for cleaning up from the previous lesson. Point to the student and say *He/She cleans up*.
3 Repeat for the other verbs, extending the sentences if you would like to: *He/She eats the cake. He/She arrives at the party.*

STUDENT'S BOOK page 65

1 Look and write

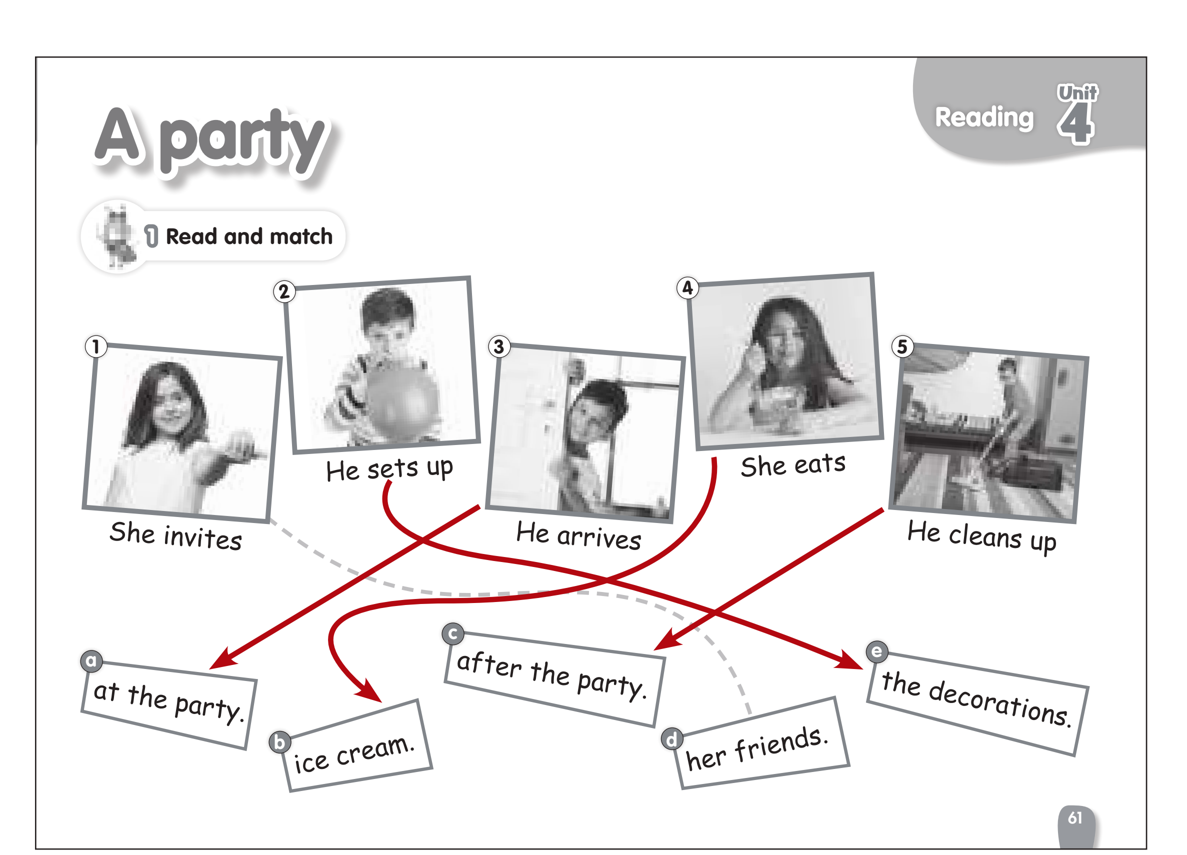
1 Help students to find page 65. Point to each of the verbs in turn and elicit the words.
2 Focus students' attention on the pictures at the bottom of the page. Students work individually to write the correct word in each gap to complete the sentences under the pictures using the words at the top of the page.



3 Go around the classroom, monitoring and helping as necessary.

2 Say

1 Put students into pairs. Students take turns to read each of the completed sentences under the pictures.



ACTIVITY BOOK page 61

1 Read and match

1. Help students to find page 61 in the Activity Book.
2. Focus students' attention on the first picture and ask students to tell you what the girl does before the party (she invites her friends). Say *Yes! She invites her friends.* Point out to students that the first half of that sentence is written next to the sentence. Show them the line matching the first half of the sentence to the correct sentence ending. Explain that they are going to do the same.
3. Check comprehension. Students work with their shoulder partner to complete the exercise.
4. Go around the classroom, monitoring and helping as necessary.

Fast finishers



- With their partner, students create new sentences using the party verbs. They say the sentences and write them in their notebooks, drawing pictures to accompany each sentence if they choose to.

Consolidation game

- Play *Teacher says* (Games Bank, page 154) using the party verbs.

Closing

- Discuss students' experiences of helping at home when visitors come. Ask them what they do before and after a visit. How do they help?
- Explain that in the next lesson, they are going to learn some new letter sounds.



LESSON 9 SB page 66 AB page 62

Objectives: To identify and use the phonics sounds /kw/, /v/ and /z/
To trace and write the letters *q*, *v* and *z*

Vocabulary: *queen, vet, zoo, five, question, buzz, van, quack, zebra*

Materials: Student's Book, page 66
Activity Book, page 62
Class CD
Digital Toolkit
Phonics cards: q/queen, v/vet, z/zoo
A pencil for each student

Opener

- Play the song from Student's Book page 64 Exercise 3 again and encourage students to sing along.

Presentation – phonics sounds /kw/, /v/ and /z/

1 Show the picture on the q/queen phonics card and ask *What's this?* Elicit *queen*. Then say *queen*. Students repeat after you.
2 Show the letter on the phonics card and say */kw/*. Students repeat the sound /kw/ with you.
3 Then show the picture on the card again and elicit *queen*.
4 Point to the letters, then the picture several times so that the students are saying */kw/ … queen* repeatedly.
5 Repeat the procedure with the *v/vet* and *z/zoo* phonics cards.
6 Ask students to say any other words they know with the sounds /kw/, /v/ or /z/.

STUDENT'S BOOK page 66

1 Listen, repeat and trace

1 Help students to find page 66. Point to the picture of the queen on the left-hand side of the page and say *What's this?* Elicit *queen*.
2 Then point to the letter q on the page and say the sound */kw/*. Students repeat after you. Practice this several times.
3 Repeat the procedure for the sounds /v/ and /z/.
4 Point out to the students that in English, *q* is always followed by the letter *u*.
5 Say *Let's listen.*



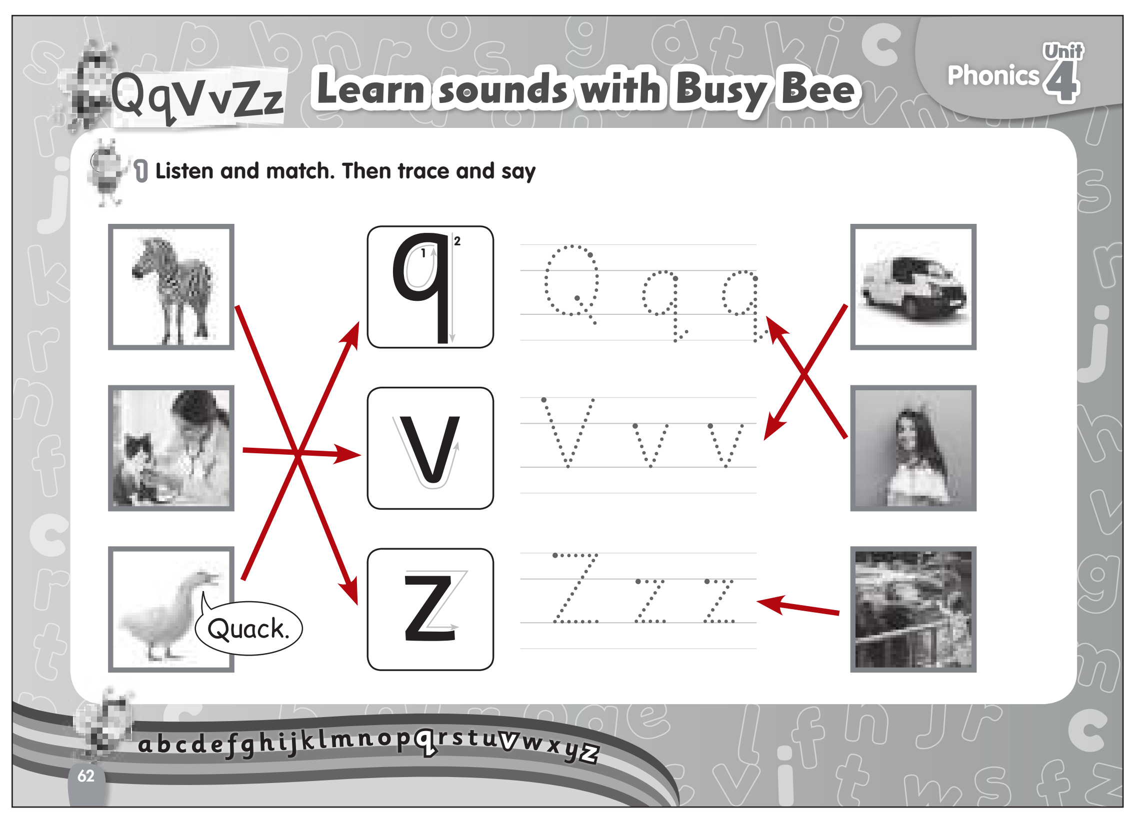
6 Play the CD. Encourage students to listen and repeat the /kw/ sound and the word, then the /v/ sound and the word, and finally the /z/ sound and the word.

Audioscript

/kw/ queen
/v/ vet
/z/ zoo

2 Look and circle Qq, Vv, Zz

1 Focus students' attention on the pictures at the bottom of the page. Point to each one in turn and elicit the words.
2 Point to the first picture and say *five*, emphasizing the final /v/ sound. Students repeat after you. Practice this several times.
3 Student draw a circle around the letter v in the word.
4 Repeat the procedure for the other words, giving students time to circle the target letters.
5 Get students to look at the pictures again. Ask them if they can see any other things beginning with *v*. Put students in pairs to do this and then do the same with the letters *q* and *z*.
6 Check all can do this and give extra help to any pairs who find it hard.



7 Tell students that names always start with a big (capital) letter. Point at *Ziad* to help them understand the concept.

ACTIVITY BOOK page 62

1 Listen and match. Then trace and say

1 Help students to find page 62 in the Activity Book.
2 Point to each of the pictures in turn and elicit the words. Tell students that they are going to hear the words and that they should draw lines to match each picture to the correct letter, depending on which sound they hear.
3 Say *Let's listen*. Play the CD, pausing after each word to give students time to draw matching lines.
4 Check answers as a class.
5 Students then trace the letters.

Audioscript

1 *zebra*
2 *vet*
3 *quack*
4 *van*
5 *queen*
6 *zoo*

Consolidation game

- Play *Tracing letters* (Games Bank, page 154) with the known phonics sounds.

Closing

- Elicit from the class the words they learned today which include the letter sounds /kw, /v/ and /z/.
- Explain that in the next lesson, they are going to practice writing the new letters.



LESSON 10 SB page 67 AB page 63

Objectives: To identify and use the phonics sounds /kw/, /v/ and /z/
To blend and read simple words
To trace whole sentences

Vocabulary: *quick, quack, van, zebra, vet, zoo, queen, question*

Materials: Student's Book, page 67
Activity Book, page 63
Class CD
Digital Toolkit
Phonics cards: q/queen, v/vet, z/zoo
A pencil for each student
Colored pencils or crayons for each student

Opener

- Review the /kw/, /v/ and /z/ sounds using the phonics cards. Ask students to say any other words they remember with the sounds. Praise all correct answers.

STUDENT'S BOOK page 67

1 Look and trace

1 Help students to find page 67.
2 Point to the first letter. Say *What is it?* Elicit *q*. Say */kw/* and ask students to repeat. Repeat the procedure with Q, V, v, Z and z.
3 Demonstrate how to form the uppercase and lowercase letters q, v and z correctly on the board then ask students to trace the letters in their book.
4 Go around the classroom, monitoring and helping as necessary.
5 Students write one more example of each letter formation in their book.

2 Listen, look and complete

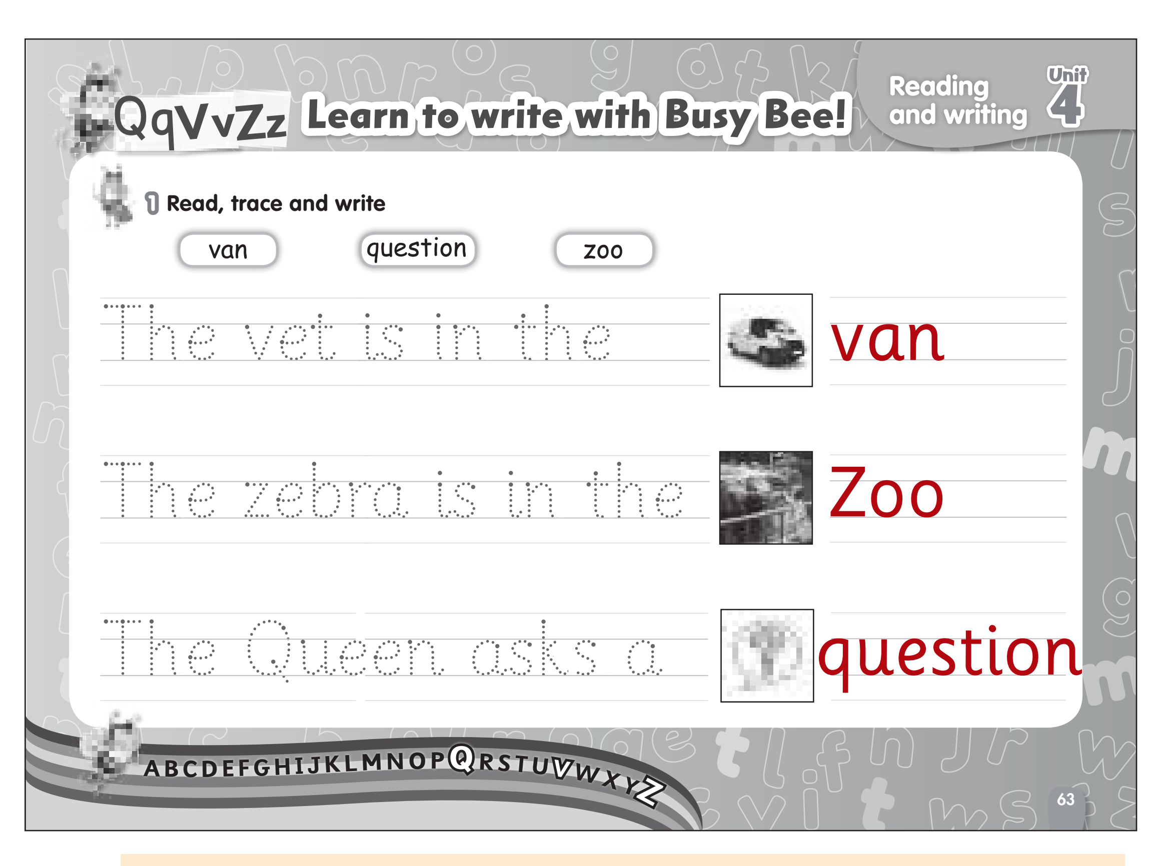
1 Focus students' attention on the pictures at the bottom of the page. Tell students they are going to hear the words, and they should listen carefully for the /kw/, /v/ and /z/ sounds.
2 Play the CD, pausing after each word to give students time to write the correct letter to complete the word under the picture.
3 Encourage students to check their answers in groups.



Audioscript

1 *quiet*
2 *quack*
3 *van*
4 *zebra*





ACTIVITY BOOK page 63

1 Read, trace and write

1 Help students to find page 63 in the Activity Book. Point to each of the words at the top of the page and read with the class.
2 Begin reading the first sentence, pausing as you get to the picture for students to tell you the word. Students write the word next to the picture. Use calling sticks to choose a student to read the completed sentence.
3 Check comprehension. Student work individually to complete the exercise.
4 Students check their answers with their shoulder partner.
5 Ask students to trace the sentences.

Fast finishers

- Students draw pictures to accompany the sentences from the Activity Book.
- Students use all known words containing the sounds /kw/, /v/ and /z/ to create their own sentences. Words could include: queen, quiet, quack, vet, van, zoo, zebra.

Consolidation game

- Play *Pass the letter* (Games Bank, page 153) with all the known phonics sounds.

For the next lesson

- Ask students to bring in eggs decorated for Sham el Nessim, or lanterns for Eid al Fitr, if they have them.

Closing

- Draw some items starting with the letter sounds /kw/, /v/ and /z/, or bring pictures of these items to class. Point to the items and ask students to say what they are.



LESSON 11 SB page 68 AB page 64

Objectives: To decorate an egg for Sham el Nessim
To decorate a lantern for Eid al Fitr
To describe pictures
To discuss different Egyptian festivals

Vocabulary: *egg, cookie, Sham el Nessim, Eid al Fitr, lantern*

Language: *My (egg) is (yellow, blue and green).*

CLIL: Connect with Art: Let's decorate!

Materials: Student's Book, page 68
Activity Book, page 64
Class CD
Digital Toolkit
Relevant posters
Colored pencils or crayons for each student
Colored paper
Glue and scissors
Optional: a completed lantern to show the class

Opener

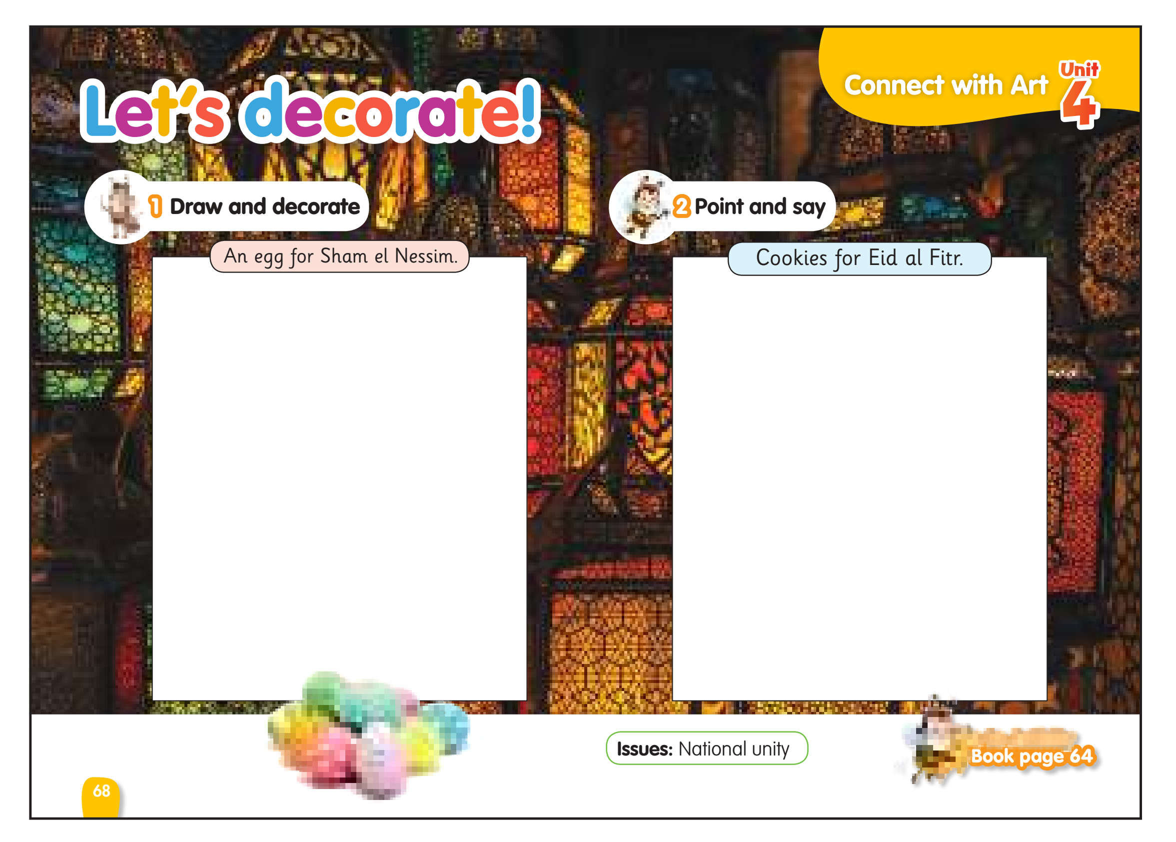
- Play the song from Lesson 7 on the CD again, encouraging students to join in with as many of the words as they can.
- Display the relevant poster and ask students to tell you any decorations they can see, focusing particularly on Eid al Fitr and Sham el Nessim. Do they celebrate these festivals? How do they celebrate with their family?

STUDENT'S BOOK page 68

1 Draw and decorate

1 Ask students to tell you about any traditions that they observe when celebrating Sham el Nessim. Explain that many people decorate eggs, symbolizing the new beginnings associated with spring. Show students pictures of eggs decorated with intricate patterns for the festival and ask them to tell you the colors that they can see. If any students have brought in a decorated egg, encourage them to show it to their classmates.

2 Ask students to tell you about any traditions that they observe when celebrating Eid al Fitr. Explain that we often decorate our homes with beautiful lanterns in Ramadan before the Eid and and eat *kahk* (cookies) during the Eid.



3 Help students to find page 68. Point to the first box and read the heading An egg for Sham el Nessim. Point to the second box and read the heading Cookies for Eid al Fitr. Tell students that they are going to draw and decorate an egg and *kahk* cookies.

4 Go around the classroom as the students work, encouraging them and asking them questions about what they are drawing.

2 Point and say

1 Ask all the students to work in pairs. Students take it in turns to point to their drawings and describe it to their partner. Encourage students to talk about the colors they have used.

2 Go around the classroom to monitor and help as necessary.



ACTIVITY BOOK page 64

1 Look and make a lantern

1 Explain to the students that another important celebration in Egypt is the month of Ramadan. Say *In Ramadan Muslims fast and decorate their homes with beautiful lanterns.*
2 If you have made a paper lantern, show it to the class. Say *This is my lantern for Ramadan!* Make sure each student has seen it properly by taking it around the class.
3 Help students to find page 64 in the Activity Book. Look at the pictures with the class. Say *Look! Here are the materials you need to make a paper lantern. This is what you need to do. You need to fold, cut and stick.*
4 Explain to the class that they are going to make their own paper lantern, following the instructions in the pictures. Say *Now you try*.
5 First students fold their piece of paper and cut into it along the folded edge according to the lines indicated in the Student's Book, making sure not to cut all the way through. Then, they decorate their lantern. They fold the paper round and secure it with glue or tape, and then add a handle.
6 Monitor students' work. Ensure that they clean and tidy up when they finish.

Consolidation game

- Play *Mingle* (Games Bank, page 153) encouraging students to move around the classroom talking about celebrations or festivals that they have been to, or want to go to.

Closing

- Encourage students to show the lanterns they made to the class. Talk about the colors they used. Display the lanterns in the classroom.

Unit 4

LESSON 12 SB page 69 AB page 65

Objectives: To follow instructions to complete a picture
To create a celebration card

Vocabulary: *Christmas tree, decorations, star, gifts*

Language: *Happy New Year!*

CLIL: Connect with Art: A Christmas tree

Materials: Student's Book, page 69
Activity Book, page 65
Class CD
Digital Toolkit
Relevant posters
Unit 4 cut-outs, Activity Book, page 95
Colored pencils or crayons for each student
Craft materials, e.g. *tissue paper, pompoms, ribbons, stickers*
Optional: a completed 3D Christmas tree to show the class

Opener

- Ask confident students to show the lanterns that they made in the previous lesson.
- Display the relevant poster again and ask students to say what they can see, this time focussing on the Christmas and New Year celebrations.

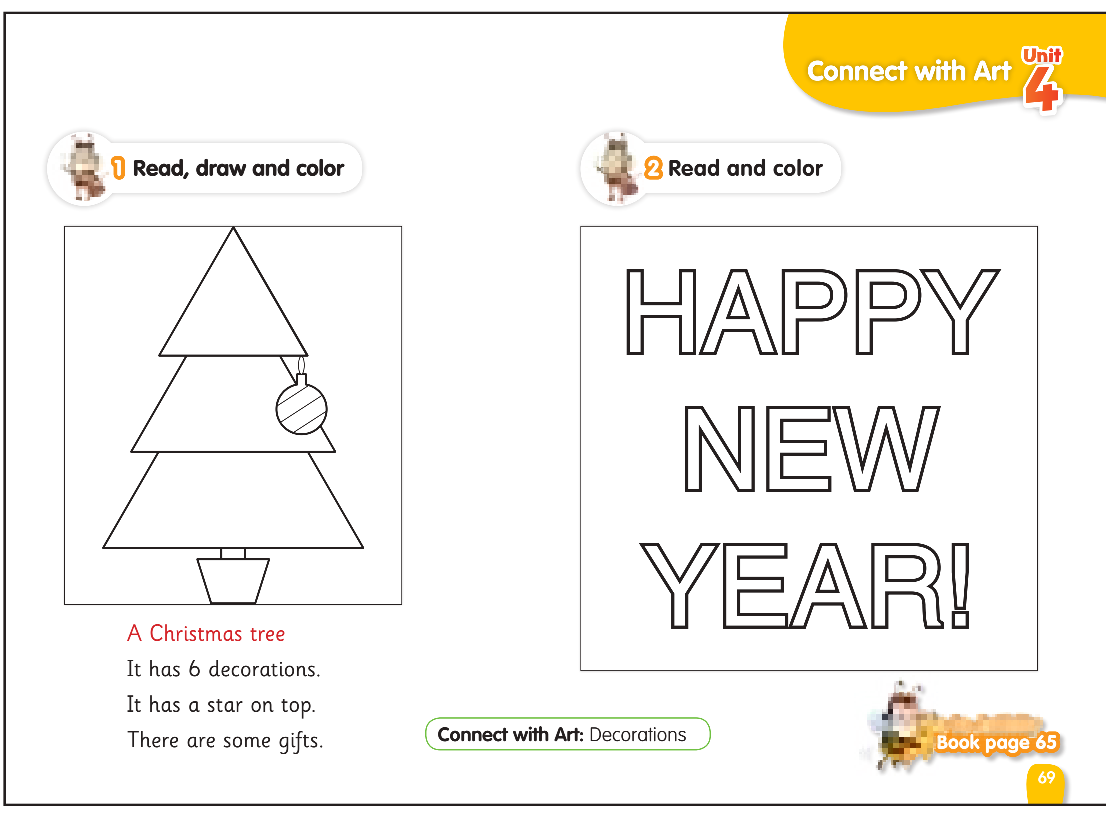
STUDENT'S BOOK page 69

1 Read, draw and color

1 Help students to find page 69. Point to the drawing and ask students if the know what it is (a Christmas tree). Explain that Christmas trees are put up in homes at Christmas and decorated with baubles and a star. Point to the bauble on the drawing and explain that it is a decoration. People leave presents under the tree for their friends and family.
2 Focus students' attention on the sentences at the bottom of the page. Ask students to read the sentences and complete the picture.
3 Go around as they work, monitoring and helping as necessary.
4 Students color the picture.

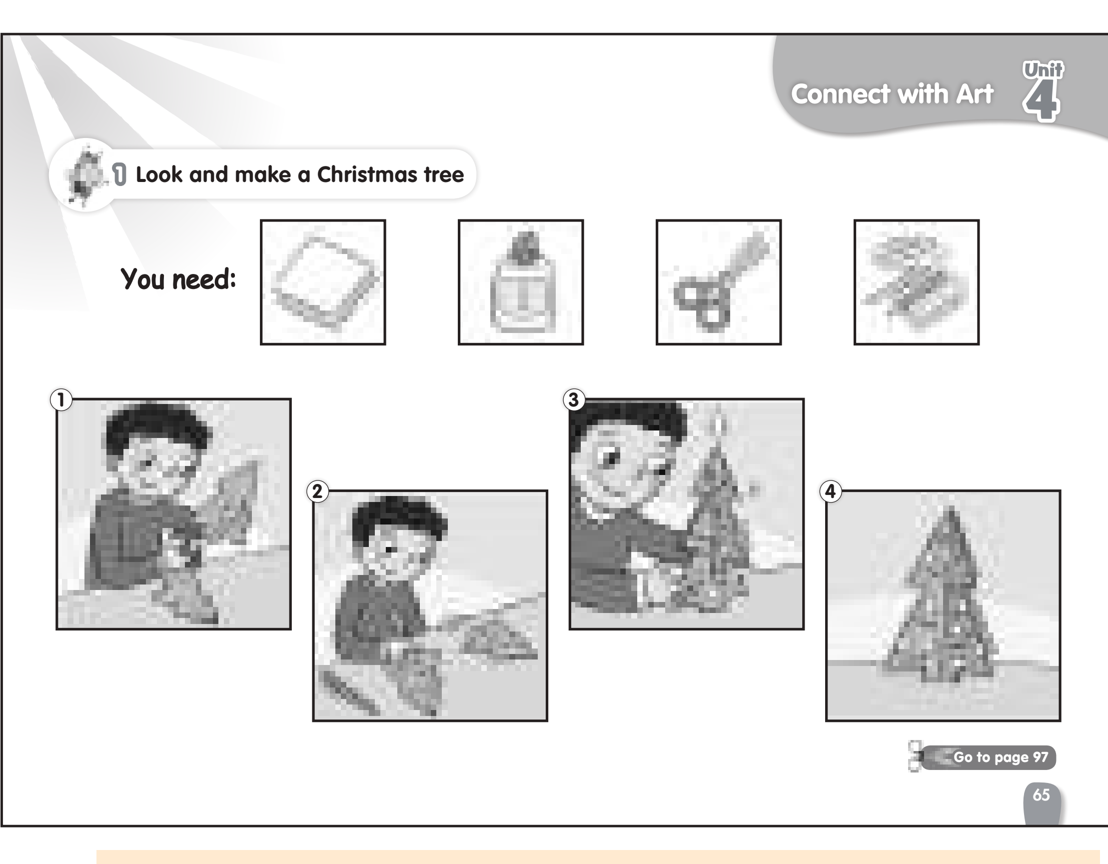
2 Read and color

1 Ask students if they know any greetings that are said at festivals (Eid Mubarak! Happy Sham el Nessim! Merry Christmas!).



2 Ask students what they do to celebrate a new year. Tell students that in many countries, people stay up to count down to midnight. When the clock strikes midnight, they wish each other Happy New Year! They sing songs and watch fireworks. Often, people make a promise that they will try to keep throughout the coming year.
3 Focus students' attention on the second activity on page 69. Say *Happy New Year!* Students color the letters, using lots of different colors.





ACTIVITY BOOK page 65

1 Look and make a Christmas tree

1 If you have made a 3D Christmas tree, show it to the class. Say *This is my Christmas tree!* Make sure each student has seen it properly by taking it around the class.
2 Help students to find page 65 in the Activity Book. Look at the pictures with the class. Say *Look! Here are the materials you need to make a Christmas tree. This is what you need to do. You need to fold, cut and stick.*
3 Explain to the class that they are going to make their own Christmas tree, following the instructions in the pictures. Say *Now you try.*
4 Tell students to find the Unit 4 cut-outs on page 97. First students cut out the two Christmas tree shapes and decorate the trees with craft materials. Students slot the two tree shapes together to make the tree 3D.
5 Monitor students' work. Ensure that they clean and tidy up when they finish.

Consolidation game

- Ask students to stand together in a circle, cross their hands and then take hold of the hands of the students on their left and right. Explain to students that you are all going to count from ten to zero, then shout *Happy New Year!* and shake hands.
- Go around the circle asking students if they have anything they would like to promise for the new year (for example: to try hard, to be helpful, to be kind)

Closing

- Encourage students to show the trees they made to the class. Talk about the colors they used.
- Explain that in the next lesson, they are going to read a story.



LESSON 13 SB Pages 70–73 AB Pages 66–67

Objectives: To listen to and follow a picture story
To think about what happens next in a story
To suggest how to solve a problem
To consider how we can be helpful

Vocabulary: *birthday, decorations, busy, arrive, eats, mess, tired, clean up, cake, pizza ice-cream*

Language: *Happy birthday! Can I have some (ice-cream), please? Yes, here you are. Thank you.*

Life skills: Self-management

Materials: Student's Book, pages 70-73
Activity Book, pages 66-67
Class CD
Digital Toolkit
Flash cards: Party; Celebrations; Party verbs
Unit 4 cut-outs, Activity Book, page 93
A pencil for each student
Optional: paper, scissors, stick tack or pins

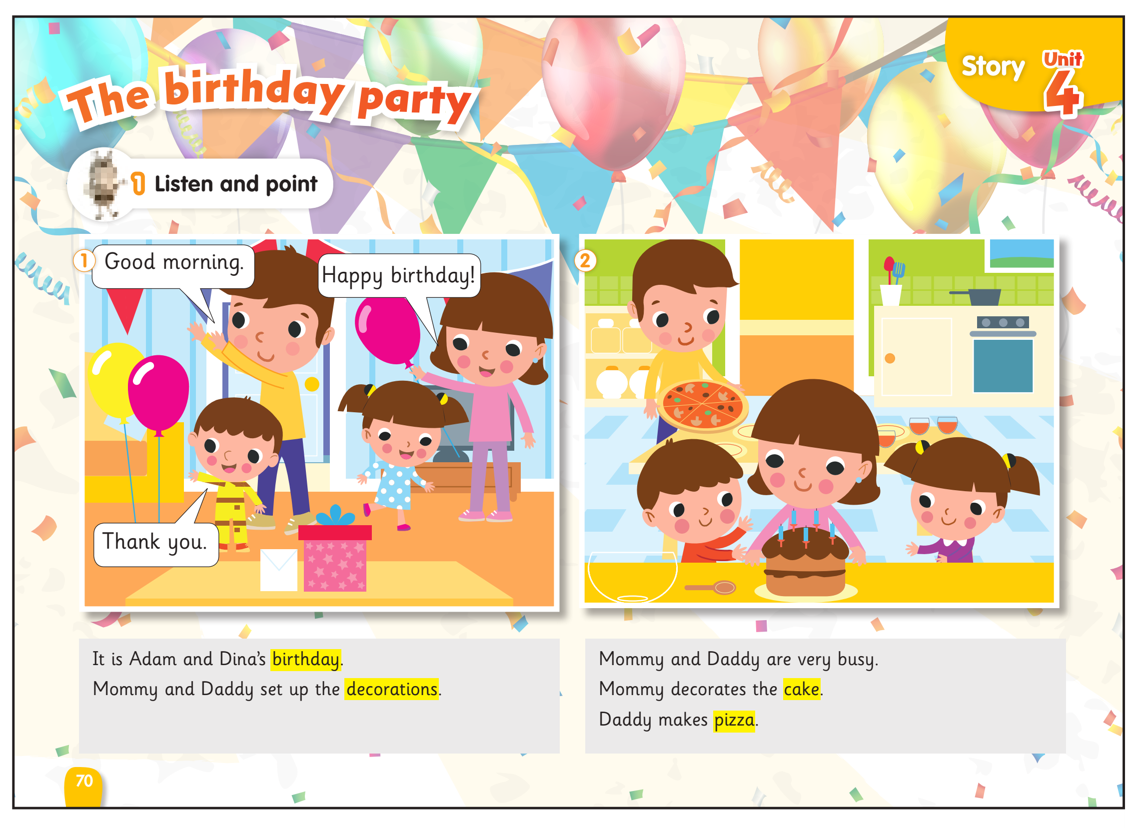
Opener

- Revise the vocabulary from the unit using the flash cards.

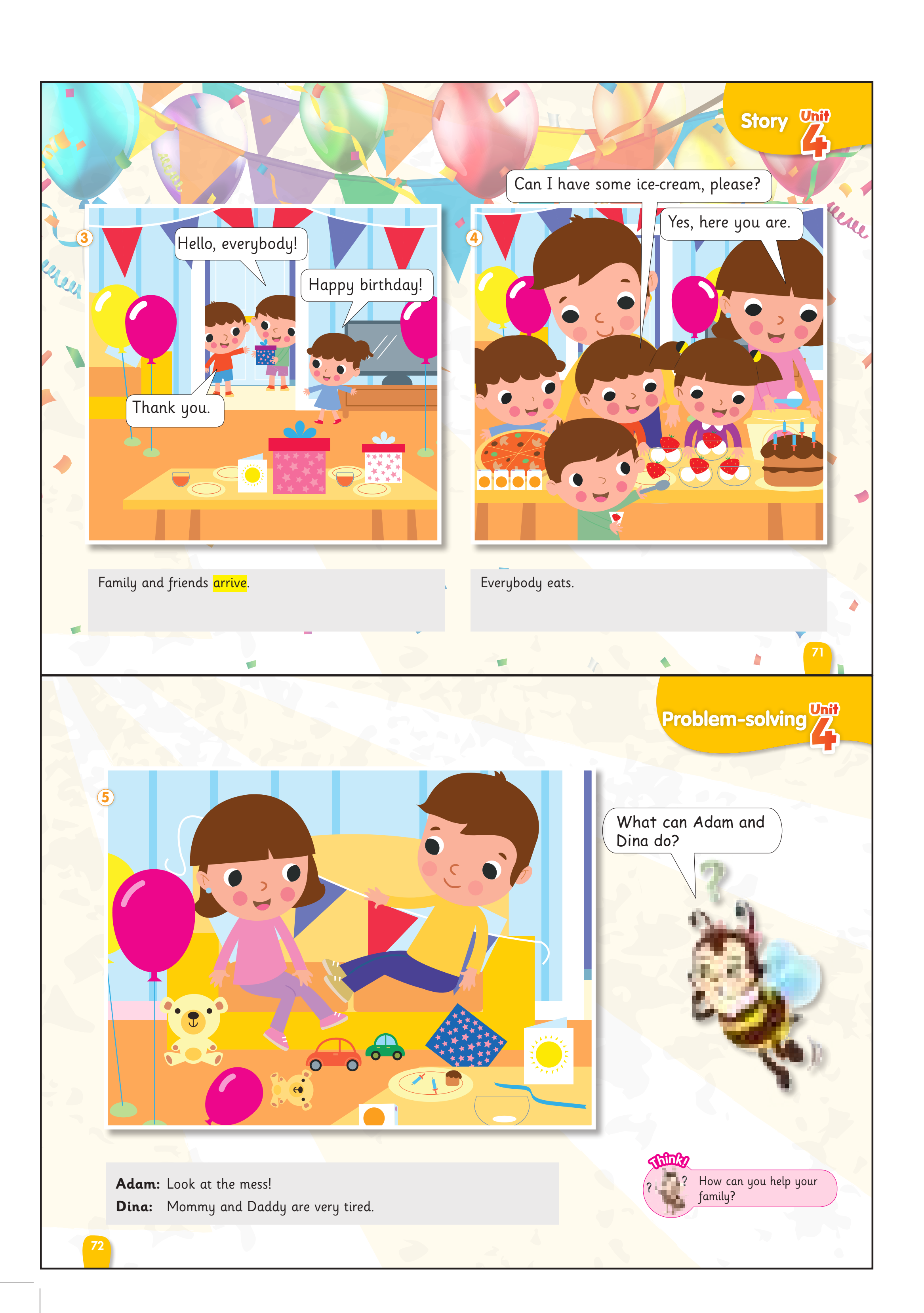
STUDENT'S BOOK pages 70-73

1 Listen and point

1 Help students to find page 70. Look at the story frames with the class. Ask them what and who they can see in the pictures by pointing to the characters and items and saying *Who / What is this?*
2 Point to frame 1. Can the students guess where Adam and Dina are? (at home) What time of day is it? (morning) What day is it? (someone's birthday)
3 Look at frame 2 with the class. Where is the family now? (in the kitchen) What is Mommy doing? (decorating a cake) What is Daddy doing? (making pizza)
4 Point to frame 3. Where are the children now? (in the living room) Who is at the door? (friends Laila and Youssef)
5 Look at frame 4 with the class. What foods can you see? (ice-cream, pizza, cake, orange juice, yogurt) How many people can you see?



6 Point to frame 5. What presents have Adam and Dina got? How are Mommy and Daddy feeling?
7 Play the CD from frames 1-5. Students listen and point to each frame.
8 After the end of frame 5, pause the CD. Read Busy Bee's speech bubble. Ask students what they think Adam and Dina can do? (help clean up)
9 Read the question in the *Think!* box with the class. Ask students to tell you about ways that they have helped their families.
10 Ask students to predict what will happen next in the story.
11 Continue playing the story.
12 Play the story again. Students listen, point to each frame and join in with any words they can.



Audioscript

Narrator: *The birthday party*

1

Daddy: *Good morning.*
Mommy: *Happy birthday!*
Adam: *Thank you.*
Narrator: *It is Adam and Dina's birthday.*
Mommy and Daddy set up the decorations.

2

Narrator: *Mommy and Daddy are very busy.*
Mommy decorates the cake.
Daddy makes pizza.

3

Youssef: *Hello, everybody!*
Laila: *Happy birthday!*
Adam: *Thank you.*
Narrator: *Family and friends arrive.*

4

Adam: *Can I have some ice-cream, please?*
Mommy: *Yes, here you are.*
Narrator: *Everybody eats.*

5

Adam: *Look at the mess!*
Dina: *Mommy and Daddy are very tired.*

6

Narrator: *Adam and Dina help to clean up.*
Parents: *Thank you.*



Consolidation game

- Help students to get into six groups. Allocate each group a frame from the story to act out. Circulate, making sure that students know who is speaking in each frame and what they are saying.
- Gather the whole class together to act out their frames in order.

We can make presents!

- Help students to find page 73. Look at the photograph with the class. Ask *What can you see?* (a child helping to tidy up)
- Discuss ways that we can help our families. Ask students if they help out with any chores at home. What do they like to do? What do they not like helping with. Explain that it is important to help our families, even with chores we don't particularly enjoy!















66





1 Look and put a (✓) or a (✗)

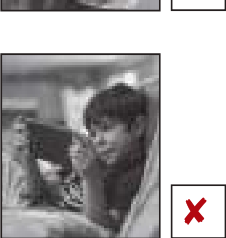

✗

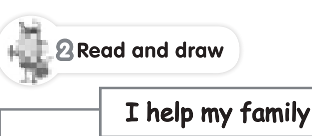



✓




✓


✗



I help my family

67

ACTIVITY BOOK page 66

1  Listen, cut and stick

1 Help students to find the story frame cut-outs at the back of their book. Help students to find page 66 in the Activity Book.
2 Help students to get into groups of three or four. Students work together to put the frames of the story in the correct order then stick them into their books.
3 Play the story on the CD as students work, and then again to check answers.

ACTIVITY BOOK page 67

1 Look and put a (✓) or a (✗)

1 Help students to find page 67 in the Activity Book. Point to each of the pictures in turn and ask students to say what they can see. Point to the first picture again and ask *Is he helpful?* Elicit the answer *No*. Say *That's right*. *He's not helpful*. *He's not helping to clean up*. Students draw a cross in the box.
2 Repeat the procedure for the rest of the pictures.

2 Read and draw

1 Use calling sticks to choose a student to read the sentence. Ask students to give examples of things that they do to help their families.
2 Student draw a picture of themselves being helpful at home.

Class craft (optional)

- Ask students what sort of things they could do to help at school (sharpen the pencils, hang up coats, sort the recycling, clean the board, hand out the books, water the plants, switch off lights). Give each student a small piece of paper and ask them to write their name on it, decorating it as they choose. Divide a large sheet of paper into four columns and draw pictures to represent the things that students can do to be helpful in columns one and three.
- Use sticky tack or pins to attach a student name label next to each job. Change the name labels each week and make sure that students know what their special job for the week is.

Closing

- Praise students for their work this lesson. Say Well done. You read a story. You learned about helping at home.
- Explain that in the next lesson, they are going to do a project.



LESSON 14 SB page 74 AB page 68

Objectives: To work on a project to make a cake model
To share and be polite to others
To work cooperatively with others

Vocabulary: *cake*

Language: *Can I have some (blue), please? Here you are. Thank you.*
It's a cake. It's orange and yellow.

Materials: Student's Book, page 74
Activity Book, page 68
Class CD
Digital Toolkit
Colored pencils or crayons for each student
Modeling clay (red, yellow, blue, green, brown, pink, purple, black)
A completed cake model to show the class if possible

Opener

- Listen to the story audio again. Ask students to tell you about it. What did Mommy and Daddy do to get ready for the party? Who was at the party? What happened at the party? Who helped clean up? Praise all correct answers.

STUDENT'S BOOK page 74

1 Make a cake model

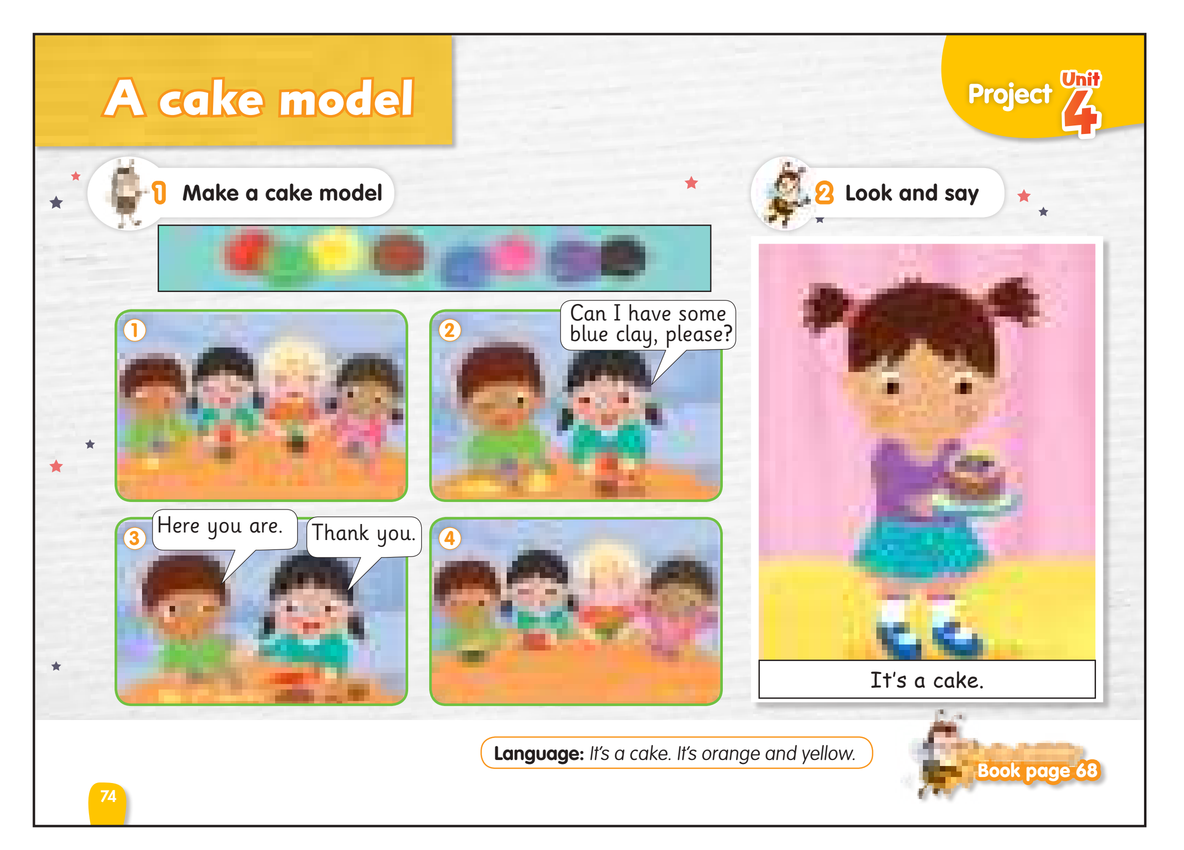
1 If you have made a cake model, show it to the class. Say *This is my cake model!* Make sure each student has seen it properly by taking it around the class.

2 Help students to find page 74. Look at the pictures with the class. Say *Look!* The children are making cake models. Here are the materials. Point to the modeling clay and ask *What colors can you see?* (red, yellow, blue, green, brown, pink, purple, black). Point to the speech bubbles and read the words with the class. Say *They're being polite. They're saying please and thank you.*

3 Put students into groups of four. Give each student in each group two pieces of modeling clay, so that each group has access to all the colors.

4 Explain to the class that they are going to make their own cake model, following the instructions in the pictures. Say *Now you try*.

5 Students use their modeling clay to create cake models, asking politely for different colors as they need them, and sharing nicely.

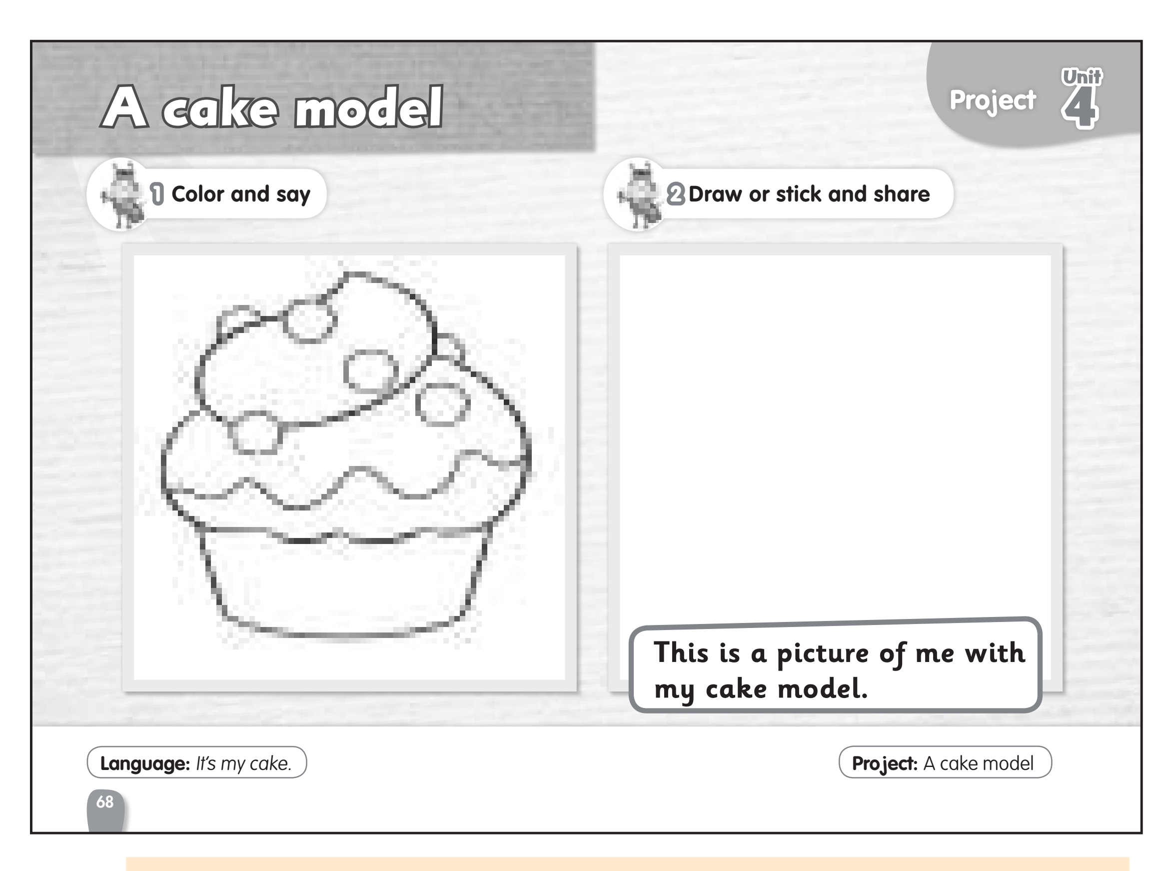


6 Monitor students' work. Ensure that they clean and tidy up when they finish.

2 Look and say

1 Put students into pairs. Tell them to take turns showing their cake model to their partner and say *It's a cake! It's (pink) and (yellow).*

2 Praise their work *Well done, everyone! Great cake models. I saw great sharing. Well done for saying please and thank you.*



ACTIVITY BOOK page 68

1 Color and say

1 Help students to find page 68 in the Activity Book. Students color the cake using lots of different colors.

2 Go around the classroom, making sure that students are sharing the colored pencils nicely, and being polite when asking for other colors. Ask students to tell you about their cake picture.

2 Draw or stick and share

1 Students can draw a picture or stick in a photo of them looking at their cake models. They can present their photos to the class, saying *This is a picture of me with my cake model*.

Fast finishers



- Students can use their modeling clay to make other foods that might be seen at a party, for example: *pizza*. They talk about their foods with the members of their group.

Consolidation game

- Play *What's missing* (Games Bank, page 154) with the unit flash cards.

Closing

- Encourage several students to tell you about the cakes they made, talking about the colors they used.
- Explain that in the next lesson, they are going to tell the class about festivals. Ask them to bring in any photos, pictures or items about their favorite festival.

Unit 4

LESSON 15 SB page 75 AB page 69

Objectives: To revise the unit content
To talk about celebrations

Vocabulary: *balloon, cake, decoration, ice-cream, orange juice, pizza, yogurt, Eid al Fitr, Christmas, Sham el Nessim, New Year, eat, invite, set up, clean up, arrive*

Language: *Can I have some (pizza), please? Here you are. Thank you. I like to celebrate (Eid al Fitr). Let's (set up the decorations). She/He (eats) the (ice-cream). Happy New Year!*
I like celebrating (Eid al Adha) with my family.

Materials: Student's Book, page 75
Activity Book, page 69
Digital Toolkit
Flash cards: Party; Celebrations; Party verbs
Relevant posters
Colored pencils or crayons for each student
Students' cake models from Lesson 14

Opener

- Look at the cake models that the students made in Lesson 14 together, and talk about them as a class. Say *What great cake models! I can see (orange and blue).*
- Ask students what they can remember from this unit. Say *What can you remember?* Look at the flash cards and posters together again and revise the unit vocabulary.

STUDENT'S BOOK page 75

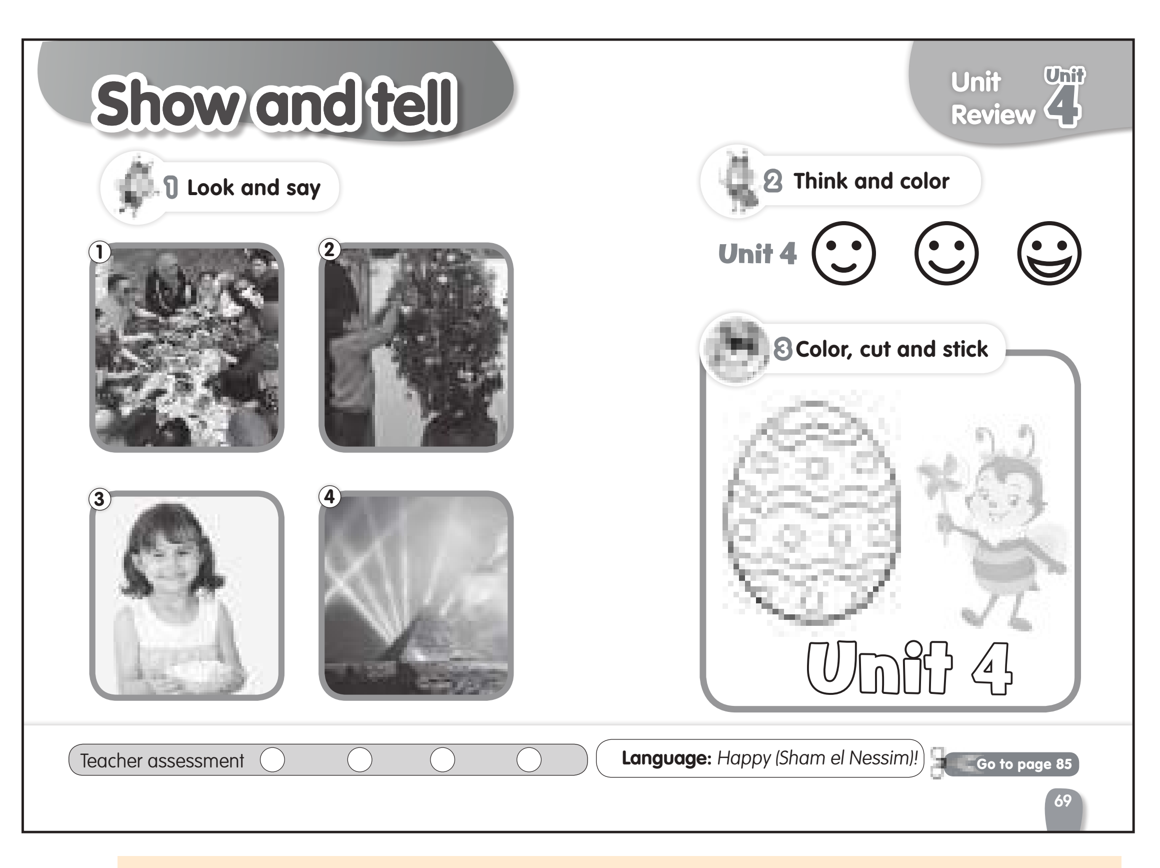
1 Show and tell

1 Help students to find page 75. Look at the page with the class, and explain that the children in the picture are talking about their favorite celebrations.
2 Say *Let's show and tell.*
3 Encourage students to use the words and phrases they have learned in the unit.



2 Look and color

1 This is a self-assessment activity. Students look at the categories: *Vocabulary* (for the new words for celebrations), *Life skills* (self-management), *Problem-solving* (for their understanding of the problem in the story), *Phonics* (if they know the phonics sounds /kw/, /v/ and /z/), *Math* (numbers 11-20) and *Project* (for their cake models).
2 For each category, students draw a smile on the face next to the pictures and color it if they feel they have understood the section.



ACTIVITY BOOK page 69

1 Look and say

1 Help students to find page 69 in the Activity Book. Students work with their shoulder partner to name each of the festivals and talk about what they can see in the pictures.
2 Choose a confident pair of students to repeat the task in front of the class.

2 Think and color

1 This is a self-assessment activity. Students reflect on the unit and decide how well they have understood it. They choose the correct face and color it. They could use the *Look and color* activity on Student's Book page 75, to help them decide.
2 Go around the classroom and guide students as they work.

3 Color, cut and stick

1 Students color the egg and the unit number.
2 Help the students find the Unit 4 cut-outs at the back of the Activity Book (page 85). Students find the correct bee figure, cut it out and stick it in the correct place on the page.
3 See the notes on page xix for guidance on how to complete the Teacher assessment at the bottom of the page.

Fast finishers

- Ask students to look back at Unit 4 in their Student's Book with a partner, pointing to and saying as many words as they can.

Consolidation game

- Play *Point to the card* (Games Bank, page 153) with the unit vocabulary.

Closing

- Thank students for their work in the unit, and ask them to work in small groups to write or draw three things they learned from the unit. Ask groups to present what they prepared and to then exchange it with other groups.
- Explain that in the next lesson, they are going to make a story book.



LESSON 16 AB Pages 70-72

Objectives: To read simple sentences

Vocabulary: *zoo, zebra, quack, yellow, buzz, fox, box, duck*

Materials: Activity Book, pages 70-72
Digital Toolkit
Phonics cards: l/lunch, x/ fox, y/yellow, q/queen, v/vet, z/zoo
Colored pencils or crayons for each student
Scissors

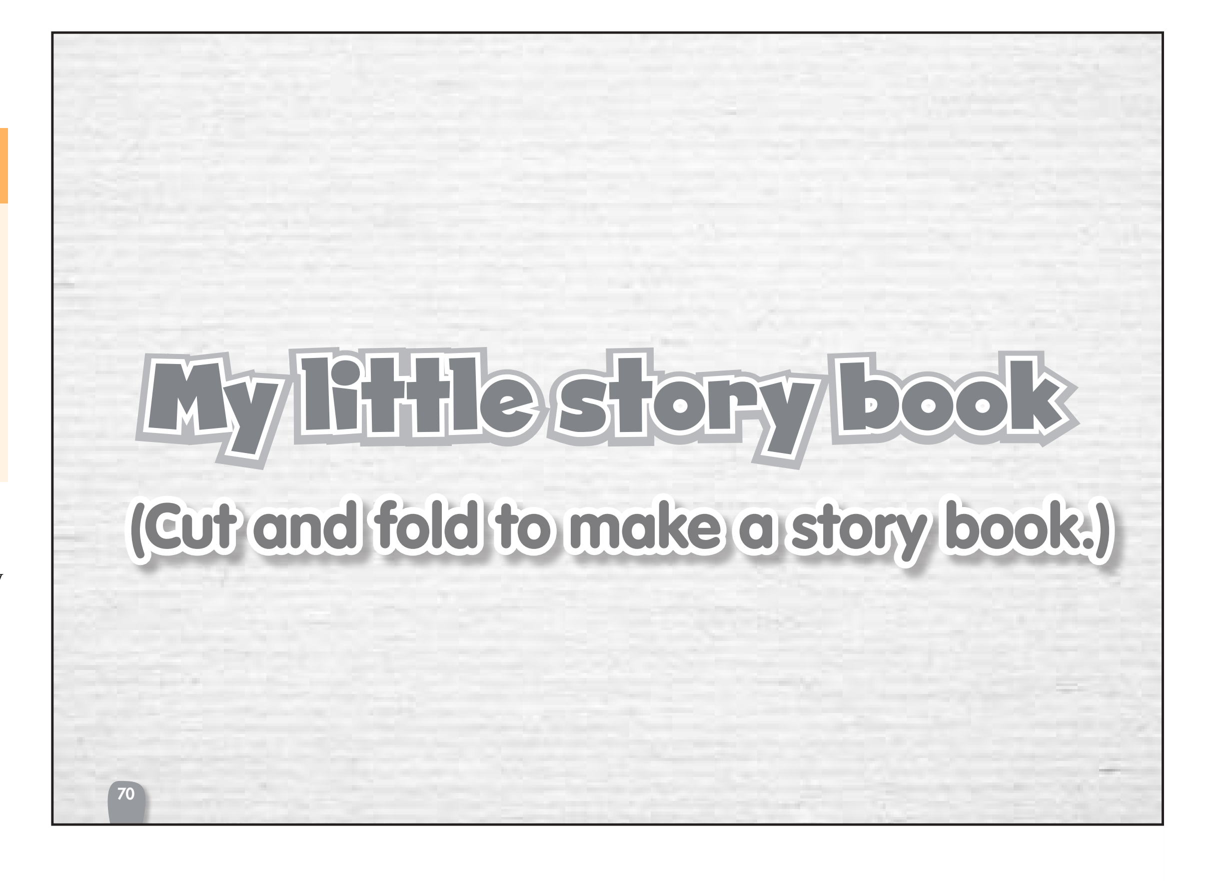
Opener

- Review the /l/, /ks/, /j/, /kw/, /v/ and /z/ sounds using the phonics cards. Ask students to say any other words they remember with the sounds. Praise all correct answers.
- Put all the phonics flash cards taught so far on a table. Students practice pointing to and saying the words and letter sounds for the flash cards.

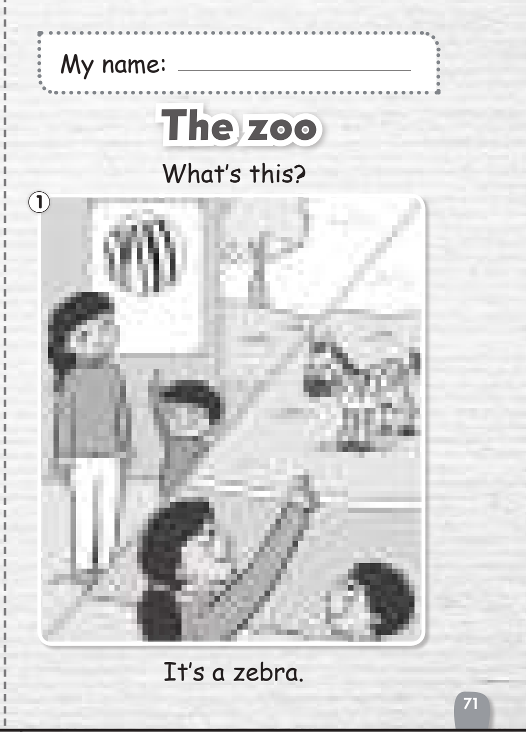
ACTIVITY BOOK pages 70-72

The Zoo

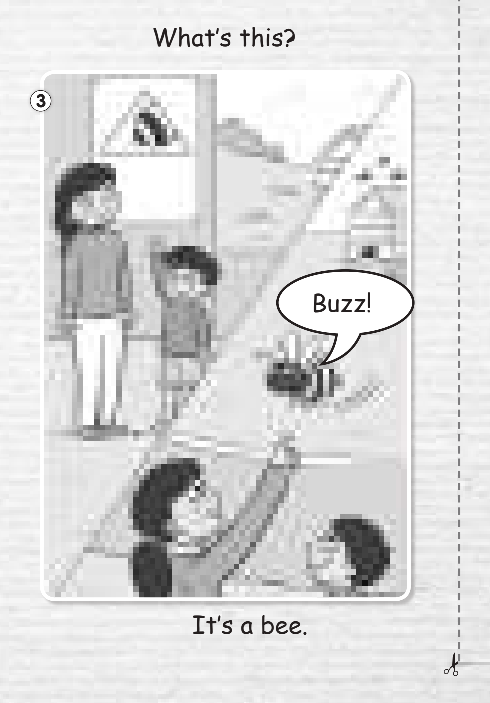
1 Help students to find page 70 in the Activity Book. Explain that students are going to make a little story book.
2 Assign students into groups of four. Ask students to turn to page 71 and to write their name in the upper-right corner.
3 Hand out scissors and help students to cut out their story pages along the line on the left.
4 Help them to fold the paper in the middle along the dotted line, to make a book. Ask *Where is the front of the book?* and explain that the front of the book is where their name and the title of the story is. Show that the book is read from left to right because it is an English book. Students write their names.











5 Point to the first two sentences and ask students if they recognize any of the words. Read each word *What's this? It's a zebra.*

6 Read through the book with the class. Ask questions to check understanding:
- Where are they?
- What are they doing?
- What animals can you see?
- What color are the ducks?
- What sounds do the animals make?
- Where is the fox?

7 Student color their pictures, adding as much detail as they choose. Circulate, asking students to tell you about their pictures, what colors they have used, etc.

8 Invite one group to read the story for the class: each group member reads one part. Help them to sound out the words. When they have returned to their seats, make a little note to remind you of how well they completed the activity.

9 Encourage students to take their books home to share with their families.

Consolidation game

- Play *Pass the letter* (Games Bank, page 153) with known phonics sounds.

Closing

- Praise students for their work this unit.
- Explain that in the next lesson, they are going to make a story book.

Closing

- Praise students for their work this lesson.
- Explain that in the next lesson, they are going to read a story about making soup.



Story

LESSON 1 SB Pages 76-83

Objectives: To read and understand a story
To think about what we can achieve if we work together
To suggest how we can help others

Vocabulary: *arrives, village, has, boy, hungry, stone, soup, carrot, cabbage, meat, house, yummy*

Language: *Can I have (some food)? What's this? I like it with (carrots).*

Materials: Student's Book, pages 76-83
Class CD
Digital Toolkit
A pencil for each student
Optional: toy foods, stones and pots

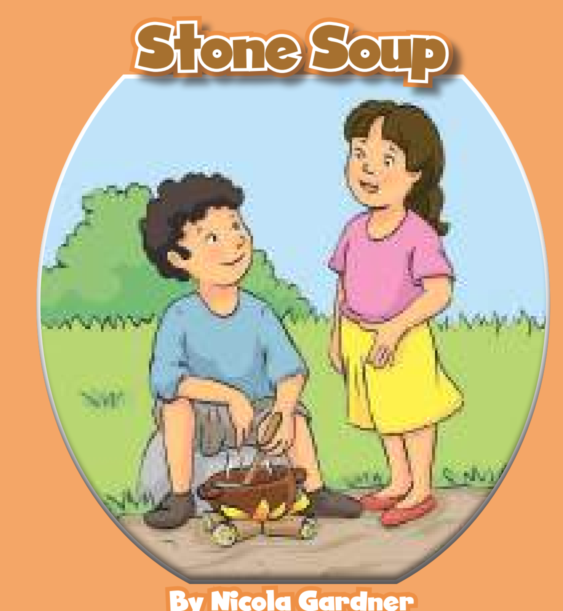
Opener

- Review the values and life skills that students have covered in Units 1-4, respecting diversity, love of family, finding solutions, listening to advice, awareness of roles, self-management and helping others.
- Ask students to give examples of how they have put those values and life skills into practice over the previous weeks. For example, have they helped to clean the classroom and have they helped at home?
- Play the Values song from Unit 2, Lesson 11. Encouragc students to join in with as much as they can.

STUDENT'S BOOK pages 76-83

Stone Soup

1 Introduce the words *stone* and *soup* using flash cards.
2 Help students to find page 76. Point to the picture on the title page and ask students: *What's this?* (a boy holding a pot and a girl). Ask *Why does the boy have a pot? Why do they think the story is called Stone Soup?*
3 Point to the picture on the title page and ask students: *What is he doing?* Use mime to present any words that students may need but don't know in English. Encourage students to talk with a partner about what they think they story might be about. Ask *Can the boy make soup with just a stone?*
4 Say *Listen and read*. Play the story on the CD, encouraging students to read along in their books. At the end of the story, ask again: *Can the boy make soup with just a stone?*
5 Help students to find page 77. Read the sentences on the first page: *A boy arrives at a*



76



A boy arrives at a village. He has a pot.



The boy is hungry.

77



village. He has a pot. Ask students what they think is happening. Why does the boy have a pot? Does he live in the village?

5 Read the next line: *The boy is hungry*. Ask students whether they think the man in the picture is hungry too. Do they think he can help the boy?

6 Continue reading the story, pausing to ask students questions about what they can see and what they think is going to happen, for example,

Page 78: Why can the woman not help the boy? (she's poor and hungry) Can you eat stone soup? (no)

Page 79: What is the boy doing? (cooking soup)

Page 80: What will the girl do? (get some carrots)

Page 81: What is in the soup now? (carrots and a stone) What will the other boy do? (get some cabbage)

Page 82: What is in the soup now? (carrots, cabbage, and a stone) What will the woman do? (get some meat)

Page 83: What is in the soup now? (carrots cabbage, meat, and a stone) Is it stone soup now? (no) Who made the soup? (the boy, the girl, the other boy and the woman) Who eats the soup? (everyone) Do they like the soup? (yes)

7 Ask students to summarize what happened in the story and to talk with a partner about the moral of the story: *when we work together and help each other, we can do great things.*

8 Ask students to talk about a time when they worked with other people to make or do something that they couldn't make or do on their own.

Closing

- Say *Well done. You read a story in English.*
- Explain that in the next lesson, they are going to learn more about the story.



Boy: Can I have some food?
Woman: No, sorry.



Boy: I have a stone. I'll make stone soup.

78



Girl: What's this?



Boy: It's stone soup.



79

Story

Audioscript

Narrator: *A boy arrives at a village. He has a pot. The boy is hungry.*
Boy 1: *Can I have some food?*
Woman: *No, sorry.*
Boy 1: *I have a stone. I'll make stone soup.*
Girl 1: *What's this?*
Boy 1: *It's stone soup.*
Girl 1: *That looks good.*
Boy 1: *Yes, but I like it with carrots.*
Girl 1: *I have carrots at my house!*
Boy 2: *That looks good.*
Boy 1: *Yes, but I like it with cabbage.*
Boy 2: *I have cabbage at my house!*
Woman: *That looks good.*
Boy 1: *Yes, but I like it with meat.*
Boy 2: *I have meat at my house!*
Narrator: *They eat the soup. It is yummy! Why is the stone soup yummy?*

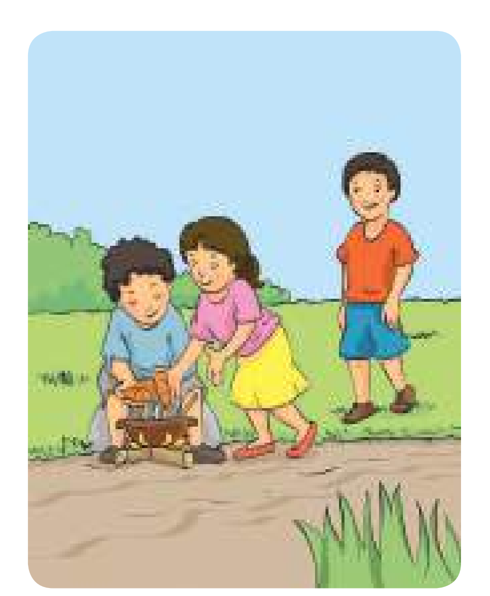


Girl: That looks good.
Boy: Yes, but I like it with carrots.

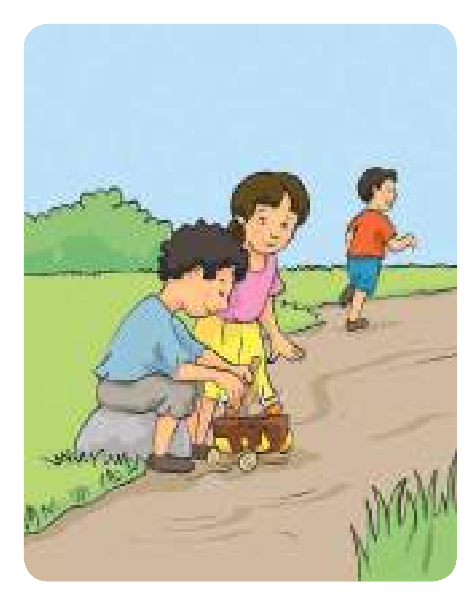




Girl: I have carrots at my house!



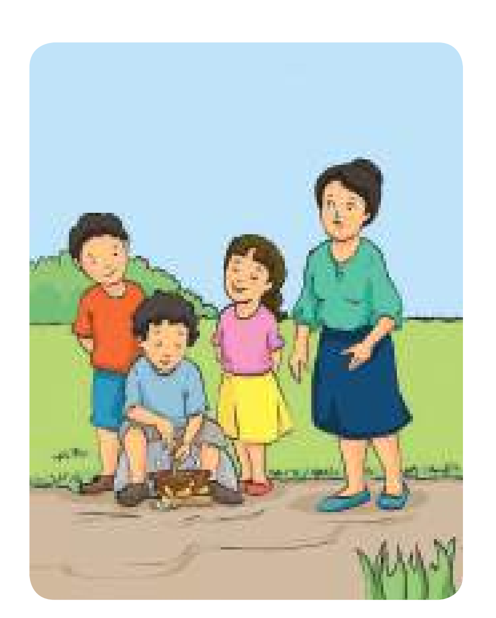
Boy: That looks good.
Main boy: Yes, but I like it with cabbage.



Boy: I have cabbage at my house!

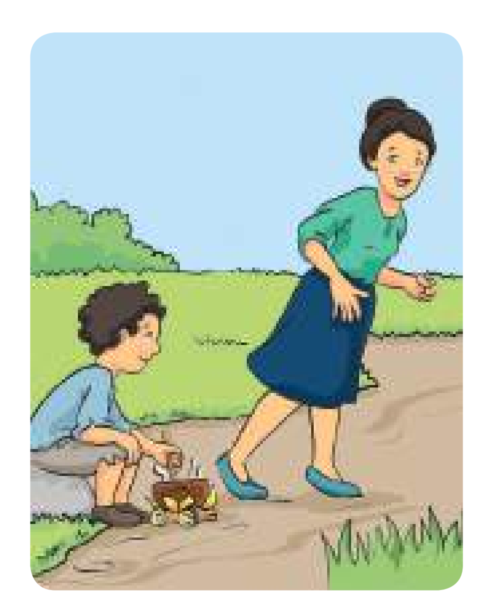
81





Woman: That looks good.
Boy: Yes, but I like it with meat.





Woman: I have meat at my house!



They eat the soup. It is yummy!
Why is the stone soup yummy?



Consolidation game

- Play *Guess the picture* (Games Bank, page 153) with the new vocabulary from the story.

Class craft (optional)

- In small groups, students act out the story, using props if you have them. If there is time, confident students can perform their plays for the rest of the class.

LESSON 2 SB page 84 AB page 74

Objectives: To order the events of the story
To consolidate understanding of the new vocabulary from the story

Vocabulary: *stone, pot, boy, author, illustrator*

Language: *Can I have (an orange), please? Here you are. Thank you!*

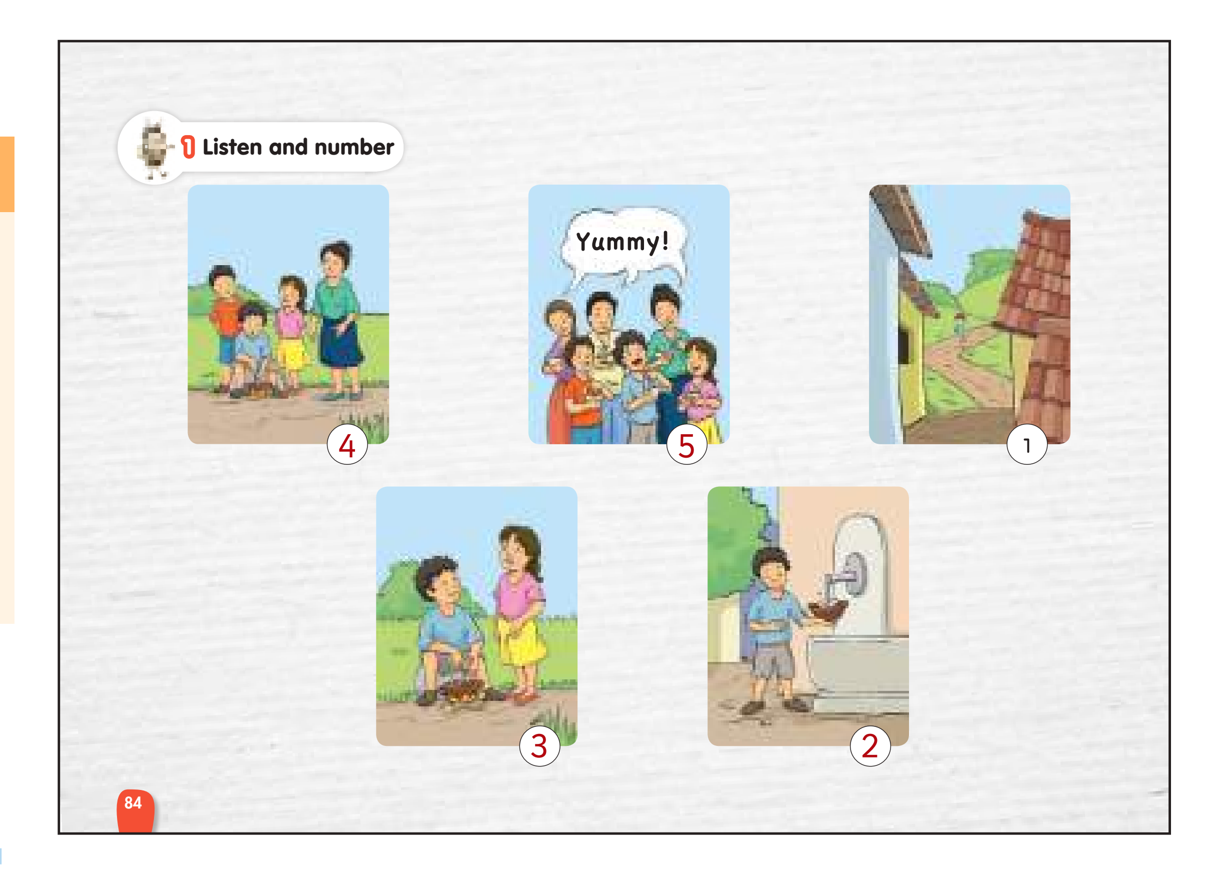
Materials: Student's Book, page 84
Activity Book, page 74
Class CD
Digital Toolkit
A pencil for each student
Modeling clay – gray, orange, green and brown
A pot for each group of four

Opener

- Ask students if they can remember what happened in the story of *Stone Soup*.
- Play the story on the CD. Encourage students to follow the story in their Student Books, pages 76-83. Pause at various points and ask students to tell you what is going to happen next.

Presentation

1 Help students to find page 76 in the Student's Book. Point to the phrase By *Nicola Gardner* and say the words. Ask students who they think Nicola Gardner is. Explain that Nicola Gardner is the author of the story Stone Soup – she wrote the words. Students repeat the word author several times.
2 Point to the phrase *Illustrated/by Iole E Rosa* and say the words. Ask student who they think Iole E Rosa is. Explain that lole E Rosa is the illustrator of the story Stone Soup – she drew as the pictures. Students repeat the word *illustrator* several times.
3 Hold up a picture book and show students where to find the names of the author and illustrator on the cover. Show students some stories you have. Ask them to work in groups to circle the author and illustrator. Ask them to repeat the words *author* and *illustrator*. Ask students if they know the names of any authors or illustrators whose books they have enjoyed . Explain that sometimes one person writes the words and draws the pictures.
4 If students have brought their own story books to class, ask them to find and point to the name(s) of the author and the illustrator.

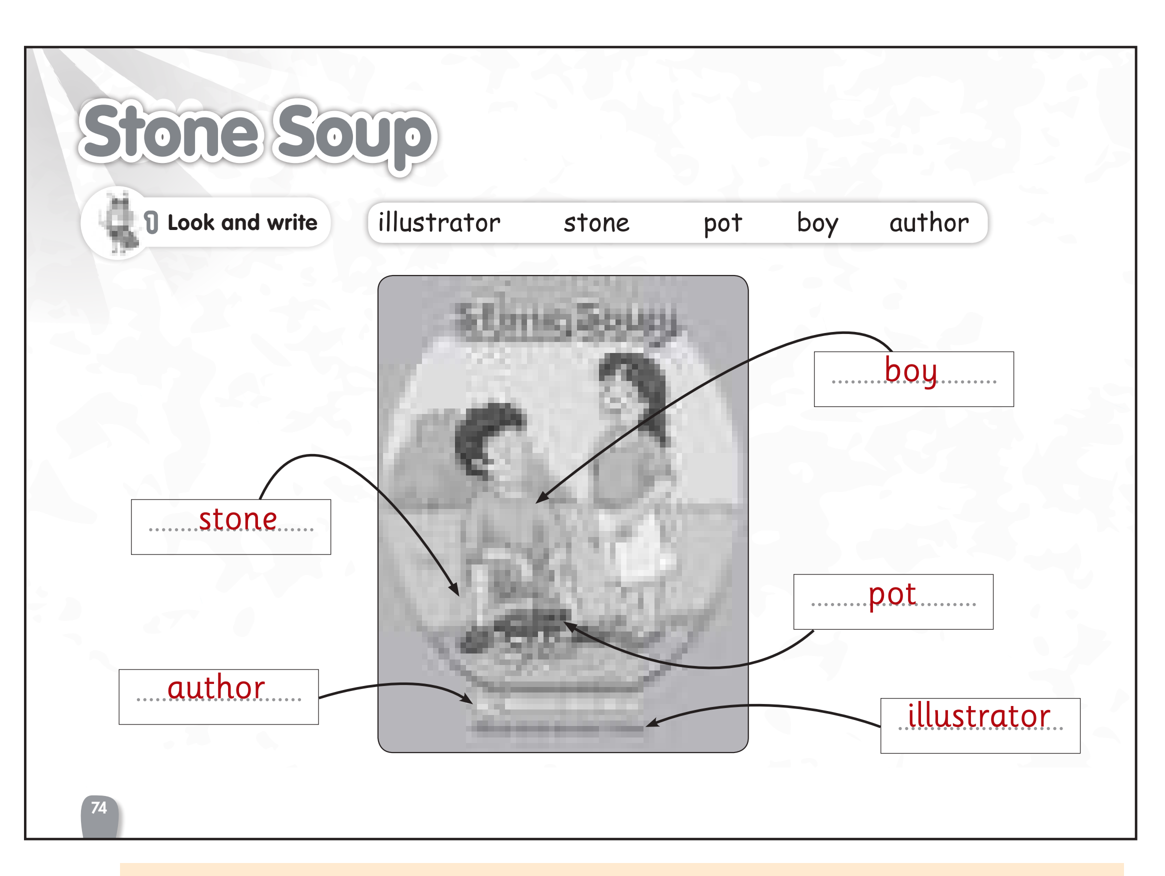


STUDENT'S BOOK page 84

1  Listen and number

1 Help students to find page 84. Focus student's attention on the picture on the righthand side of the page. Ask students to say what they can see in the picture. Explain to students that this scene is from the beginning of the story, and there is a number 1 in the circle to show this.
2 Play the story audio again to remind students of the story.
3 Students work individually to write the numbers 2-5 to order the scenes as they appear in the story.
4 Check answers as a class.







ACTIVITY BOOK page 74

1 Look and write

1 Help students to find page 74 in the Activity Book. Point to each of the items in the picture and ask students *What's this?* (stone, pot, boy) Draw their attention to the names of the author and the illustrator and ask *Who are these?* (The author and the illustrator). Direct students' attention to the wordpool at the top of the page and read the words.

2 Students write the words in the correct place to label the picture.

Class activity

- Play the story on the CD again, without interruption.
- Explain to students that they are going to make props and act out the story. Split the class into four groups:
  Group one will make stones from gray modeling clay
  Group two will make carrots from orange modeling clay
  Group three will make cabbages from green modeling clay
  Group four will make meat from brown modeling clay
- Help students to make their props. Remind students to be polite when sharing the modeling clay, and to ask nicely for the colors that they need.
- Students get into groups of four, with each group having all of the props. Give each group a small pot. Students then act out the story of Stone Soup.
- More confident groups can perform the story in front of the class, perhaps in the playground. Encourage the students watching to sit nicely and respectfully through the performance, and to give a round of applause at the end.

Consolidation game

- Play *What's missing?* (Games Bank, page 154) using pictures of the things that go into the soup.

Closing

- Elicit from the class what they learned so far.
- Explain that in the next lesson, they are going to learn more about the story.



LESSON 3 SB page 85 AB page 75

Objectives: To remember what happened in a story
To think about what makes the story good

Vocabulary: *stone, pot, boy, meat, cabbage, carrot, yummy, soup, hungry, water*

Language: *I'm hungry. It's yummy. Here is my cabbage. It's stone soup.*

Materials: Student's Book, page 85
Activity Book, page 75
Class CD
Digital Toolkit
A pencil for each student

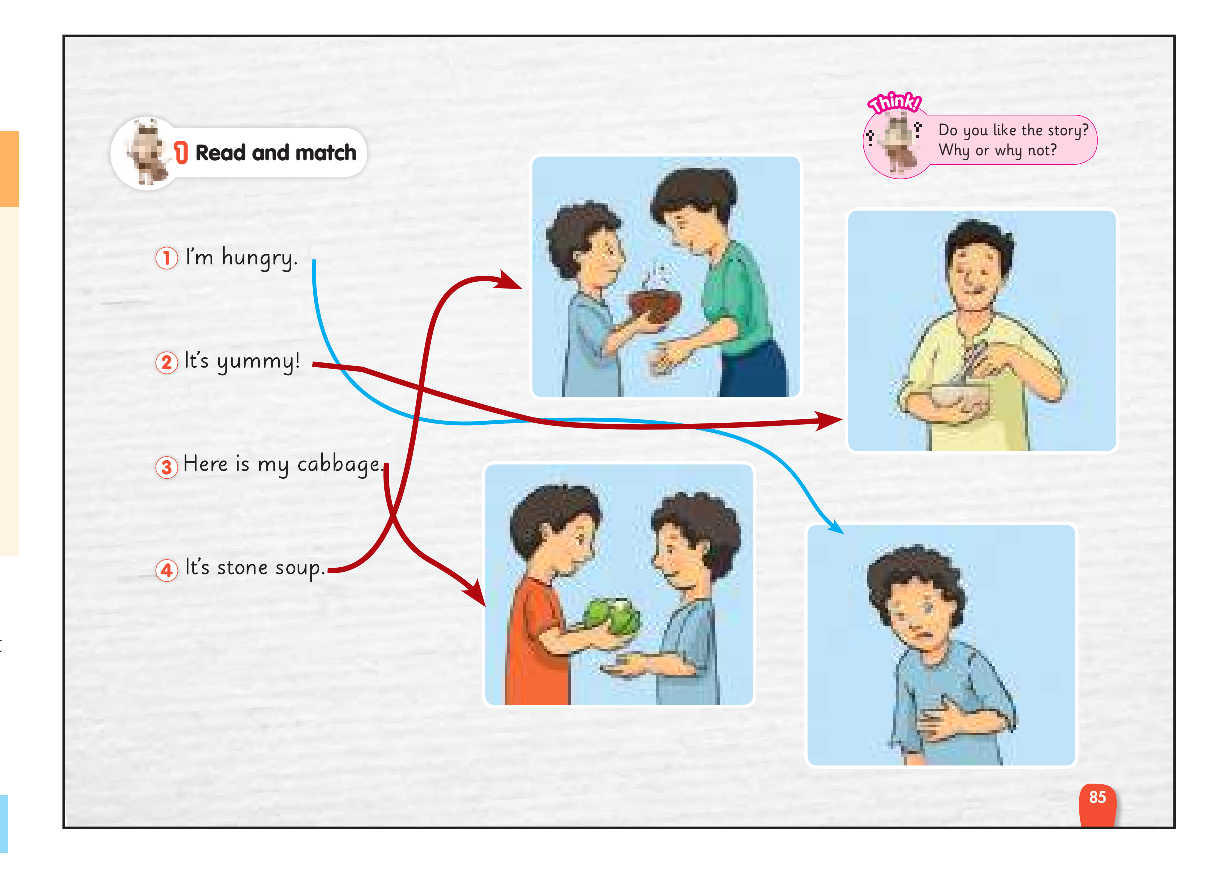
Opener

- Read the story with the class, inviting confident students to read a sentence each as the rest of the class follow along in their books.
- Play *Mime it* (Games Bank, page 153) using the props that students made in the previous lesson. In pairs, students act out a scene from the story of Stone Soup. The rest of the class guess what is happening.

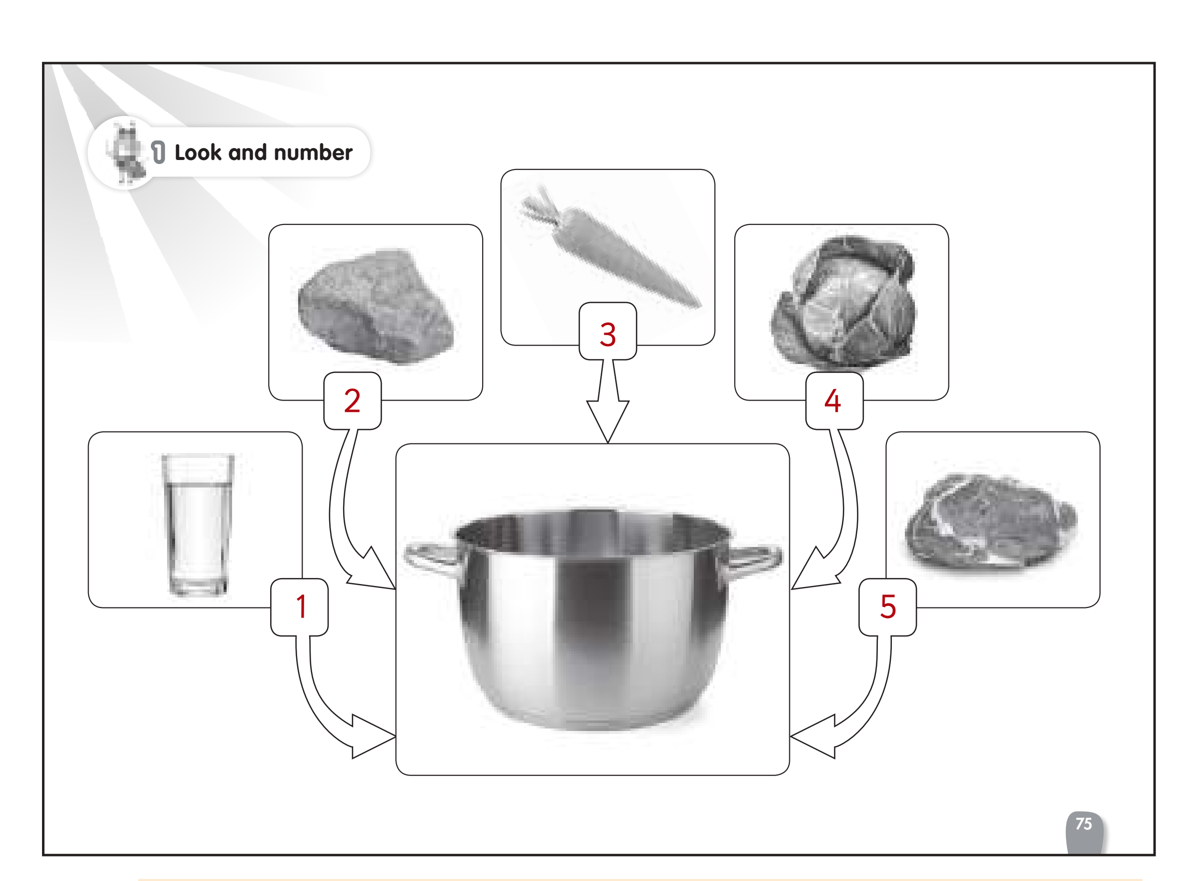
STUDENT'S BOOK page 85

1 Read and match

1 Help students to find page 85. Draw students' attention to the sentences on the left-hand side of the page. Read the first sentence *I'm hungry*. Point out that a line has been drawn from the end of the first sentence to the picture of boy holding his stomach as if hungry.
2 Students work individually to complete the exercise.
3 Students check answers with their shoulder partner.
4 Use calling sticks to choose students to read the sentences.
5 Point to the *Think* box at the top of the page and ask *Do you like the story? Why or why not?* Students discuss the questions with their shoulder partner.
6 Go around the classroom as they work, monitoring and helping as necessary.









ACTIVITY BOOK page 75

1 Look and number

1 Help students to find page 75 in the Activity Book. Point to each of the pictures and elicit the words. Explain to students that these are the things that went into the soup in the story.
2 Ask *What was first in the pot?* (the water) Students write the number 1 in the box next to the picture of the water.
3 Ask What next? (the stone) Students write the number 2 in the box next to the picture of the stone.
4 Continue until students have completed the exercise.
5 Students work with their shoulder partner to check answers.

Fast finishers



- In pairs, students discuss a meal that they enjoy eating and the ingredients needed to make it. They can write or draw pictures of the ingredients in their notebooks in the order in which they are added to the meal.

Class activity

- Arrange for students to visit a class of younger students to help them with their reading, or to perform the story of *Stone Soup* to them.

Consolidation game

- Play *Go to the word* (Games Bank, page 152) using pictures of the things that go into the soup.

For the next lesson

- Ask students to bring their favorite storybook (containing pictures and text) to class.

Closing

- Get groups of students to role-play the story.
- Explain that in the next lesson, they are going to design their own soup.



LESSON 4 SB pages 86-87 AB page 76

Objectives: To listen to instructions and color
To state what he or she likes or doesn't like

Materials: Student's Book, pages 86-87
Activity Book, page 76
Digital Toolkit
A pencil for each student
Coloring pencils, including black, orange, yellow, red
Optional: students' own storybooks

Opener

- Invite students to tell the class about their favorite storybook. If they have brought the book into class, ask them to show it to a partner. Circulate, asking students why they like the book. Alternatively, students can choose a storybook form the class bookshelf or library to look at with a partner.

STUDENT'S BOOK page 86

1  Listen and color

1 Help students to find page 86. Point to the picture and ask students to tell you what they can see. Explain to students that they are going to listen and color the things in the picture.
2 Help students to get into groups. Give each group some colored pencils, including black, orange, yellow and red. Remind students that they should be polite when asking for colors that they need. Tell students that you are only going to play the track on the CD once, so they must listen very carefully, and help each other to remember which items they need to color and what color they need to use. Tell students that they shouldn't start coloring until they have heard the track in full.
3 Play the CD track once, then say to students *Now color!*
4 Go around the classroom as they work, ensuring that they are working together to complete the exercise and being polite as they ask to use certain colors.

Audioscript

Color the pot black
Color the carrots orange
Color the butterflies yellow
Color the flowers red

1 Listen and color

Stone Soup

86

1 Read, draw and complete

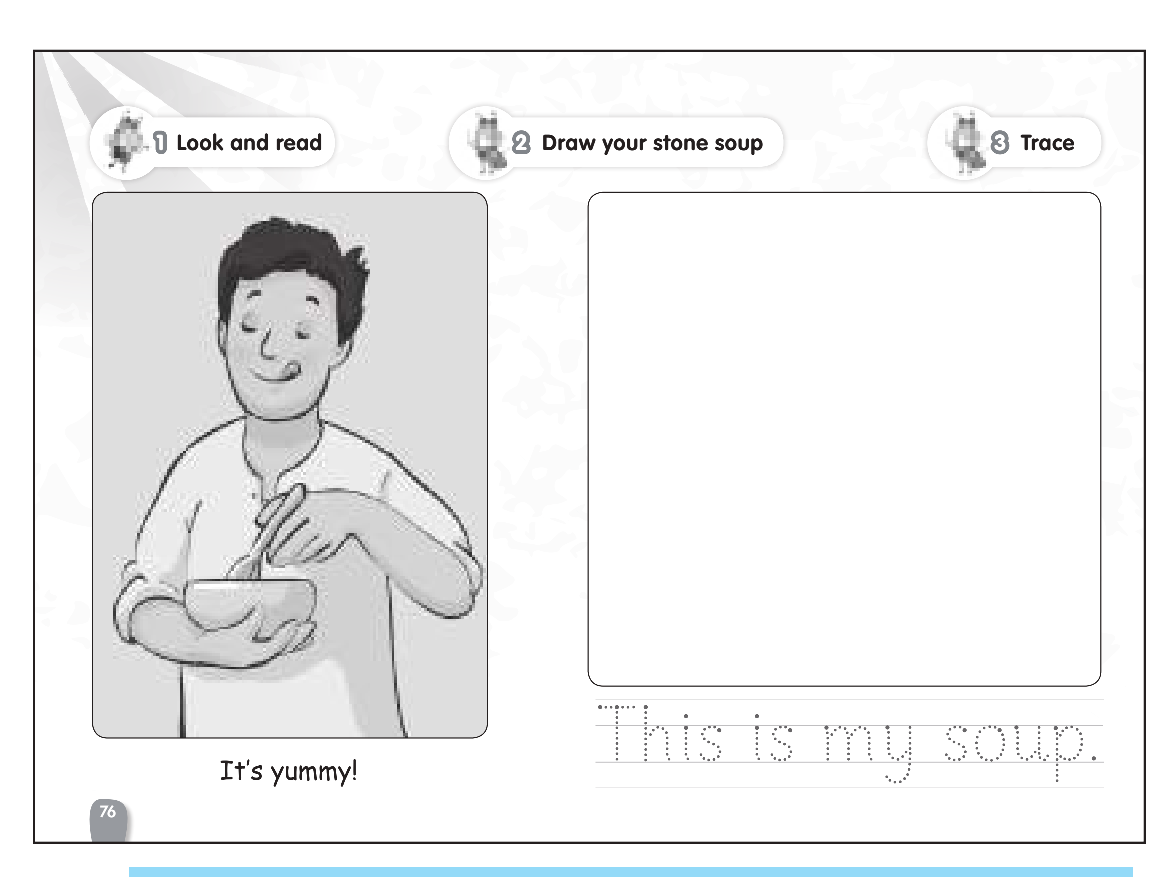
My favorite person is:

2 Look and match

1
2
a Illustrator
b Author

87





STUDENT'S BOOK page 87

1 Read, draw and complete

1 Help students to find page 87. Point to the words at the top of the drawing box and read the words *My favorite person is*. Remind student that in the last lesson, they talked with a partner about the things that they liked about the story.
2 Students use colored pencils or crayons to draw and color their favorite person from the story and write his/her name.
3 Invite confident students to present their work to the class.

2 Look and match

1 Point to the first picture and ask students to say what they can see.
2 Repeat for the second picture.
3 Direct students' attention to the words beneath the pictures.
4 Students use a pencil to draw lines matching the words to the pictures.

ACTIVITY BOOK page 76

1 Look and read

1 Use calling sticks to choose students to tell you what they can see in the picture. Ask students *Does the villager like the soup?* (yes) Ask students to explain to you how they know this (He is smiling, licking their lips)
2 Point to the sentence underneath the picture and read with the class.

2 Draw your stone soup

1 Students draw their stone soup in the drawing box.
2 Invite confident students to present their work to the rest of the class.

3 Trace

1 Invite a confident student to the front of the class to read the sentence.
2 Provide help if necessary and repeat the sentence.
3 Students then repeat the sentence several times after you while pointing at their drawings.
4 Ask students to trace the sentence.

Fast finishers

- Students color the rest of the picture in the Students' Book.

Closing

- Ask some students to talk about the soup they drew in the Activity Book.
- Explain that in the next lesson, they are going to revise words that they learned this year.

LESSON 1 SB page 88 AB page 77

Objectives: To review vocabulary from Units 1-4
To match words to pictures
To identify the odd one out in a sequence

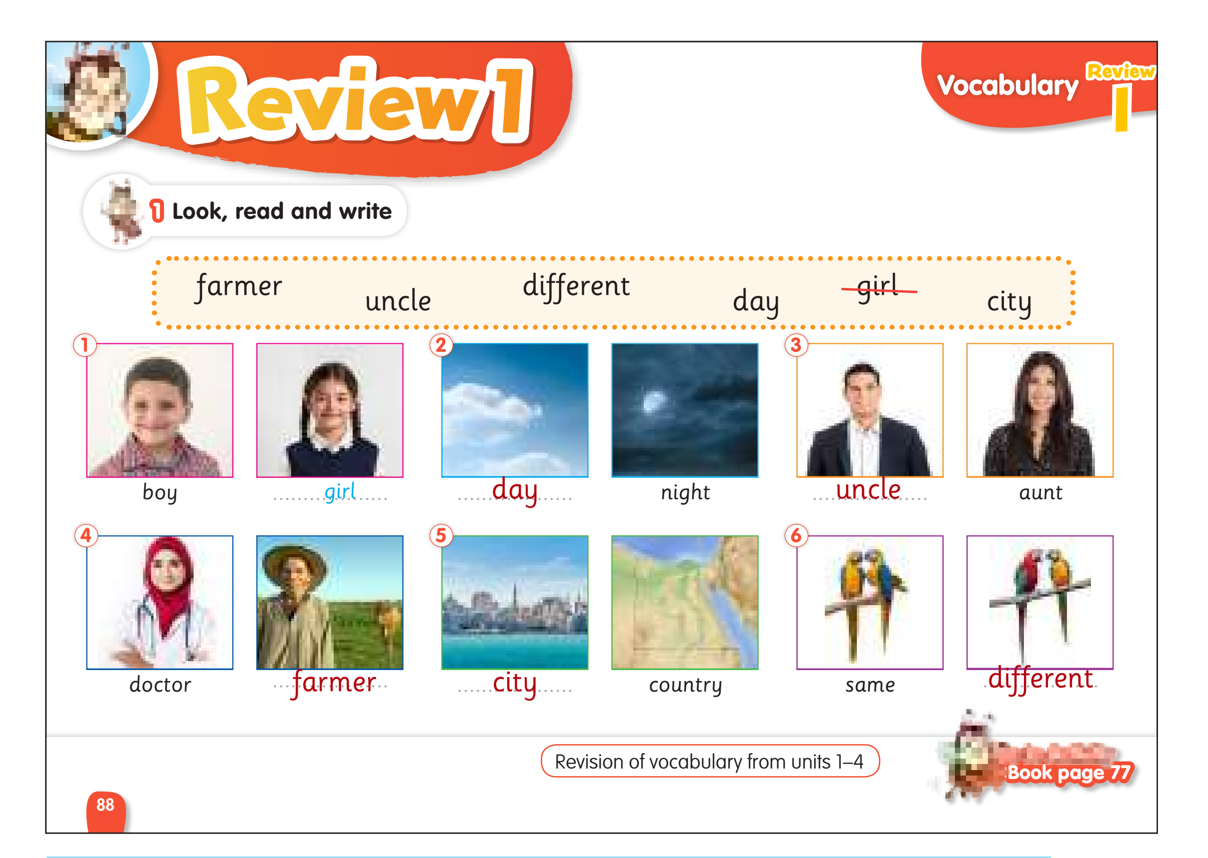
Vocabulary: *Unit 1: mommy, daddy, brother, sister, ink, book, water, windy, cow, web, kiss, monkey, wet, healthy, not healthy, hurt, rope*
Unit 2: map, key, playground, supermarket, river, flag, eagle, fish, frog, Fady, goat, Goodbye, green, dog, log, big, boy, clean, tidy, recycle/recycling, paper, plastic
Unit 3: up, high, down, morning, afternoon, evening, Laila, leg, lemon, fox, six, yellow, yogurt, yummy, box, yes, little, flower, sun, stars, moon
Unit 4: zoo, zebra, quack, yellow, buzz, fox, duck, please, thank you, eggs, five, question, van, cookie, gifts, stars, birthday, busy, mess, tired

Language: *Unit 1: I'm/She's/He's a (girl/boy). I/She/He can (hop). I have (one brother). I have (two sisters). He/She has (no brothers).*
Unit 2: There is (a baker). This is my (bedroom). This is my (street).
Unit 3: What's this? It's a (butterfly). What are these? They're (birds). I (get up).
Unit 4: Can I have some (cake), please? Yes, here you are. Thank you. I like to celebrate (Eid al Fitr). Let's (eat the food).

Materials: Student's Book, page 88
Activity Book, page 77
Class CD
Digital Toolkit
Flash cards: Units 1-4 flash cards; numbers 1-20
Relevant posters
A pencil for each student
Colored pencils or crayons for each student

Opener

- Review the vocabulary from Units 1-4 using relevant posters.
- Play *What's missing?* (Games Bank, page 154) using the flash cards from Units 1-4.
- Play *Pass the number* (Games Bank, page 153) to revise the numbers 1-20.

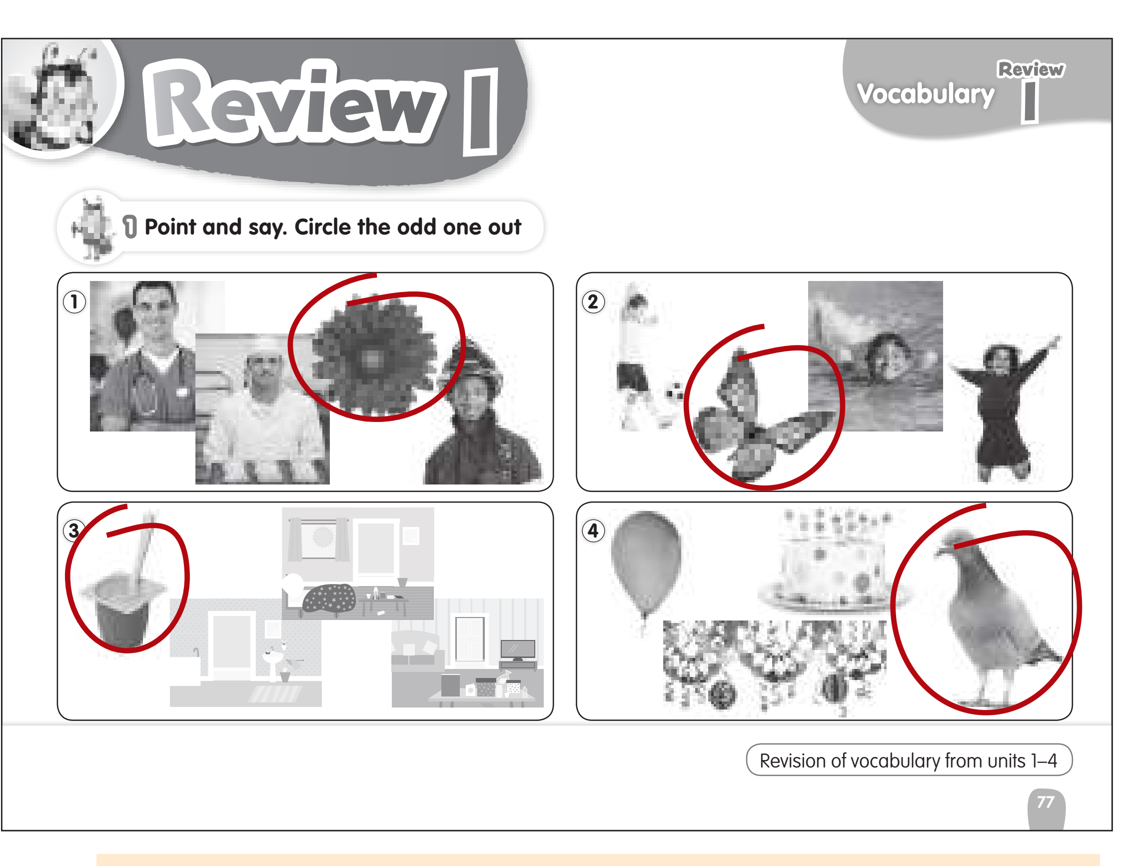


STUDENT'S BOOK page 88

1 Look, read and write

1 Help students to find page 88. Point to each of the pictures in turn and ask *What's this?* eliciting the words.
2 Explain to students that there are six pairs of pictures on the page, and one of the pictures in each pair has already been labelled. Students read the words in the word bank and write each word under the correct picture to complete the labelling.
3 Students check answers with their shoulder partner.





ACTIVITY BOOK page 77

1 Point and say. Circle the odd one out

1 Help students to find page 77 in the Activity Book. Point to each of the pictures in turn and ask *What's this?* eliciting the words.
2 Focus students' attention on the first set of images and say *Which one is the odd one out?* Elicit the answer flower. Ask students if they can say why the flower is the odd one out (the other pictures show people doing their jobs).
3 Put students into pairs. Students work with their partner to point to each of the pictures and say the words, and to draw a circle around the odd one out.
4 Check answers as a class.

Consolidation game

- Play *Point to the card* (Games Bank, page 153) using the flash cards from Units 1-4.

Closing

- Praise students for remembering so many words.
- Explain that in the next lesson, they are going to revise more language.

LESSON 2 SB page 89 AB page 78

Objectives: To review vocabulary from Units 1-4
To listen to and identify vocabulary from Units 1-4
To use language from Units 1-4 to describe a picture

Vocabulary: *Unit 1: hop, skip, kick, swim, jump, run, climb, girl, boy, same, different, aunt, uncle, cousin*
Unit 2: author, farmer, baker, scientist, firefighter, doctor, house, kitchen, bedroom, living room, bathroom, street, village, city, country
Unit 3: garden, flower, plants, bees, birds, butterfly, moon, star, shadow, get up, go to school, go to bed, eat breakfast, eat lunch, eat dinner
Unit 4: balloon, cake, decoration, ice-cream, orange juice, pizza, yogurt, Eid al Fitr, Christmas, Sham el Nessim, New Year, eat, invite, set up, clean up, arrive

Language: *Unit 1: I'm/She's/He's a (girl/boy). I/She/He can (hop). I have (one brother). I have (two sisters). He/She has (no brothers).*
Unit 2: There is (a baker). This is my (bedroom). This is my (street).
Unit 3: What's this? It's a (butterfly). What are these? They're (birds). I (get up).
Unit 4: Can I have some (cake), please? Yes, here you are. Thank you. I like to celebrate (Eid al Fitr). Let's (eat the food).

Materials: Student's Book, page 89
Activity Book, page 78
Class CD
Digital Toolkit
Flash cards: Units 1-4 flash cards
A pencil for each student

Opener

- Play *Guess the picture* (Games Bank, page 153) to revise the vocabulary from Units 1-4.

STUDENT'S BOOK page 89

1 Describe the picture

1 Help students to find page 89. Put students into pairs. Students work with their partner to



talk about and describe what they can see in the picture.
2 Go around the classroom, monitoring and helping as necessary.
3 Look at the picture with the whole class. Ask them what they can see in the picture. Ask *What are they celebrating?* (Sham el Nessim) Point to an item and ask *What is this?*

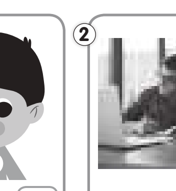
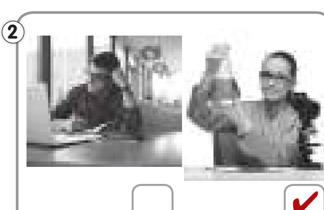
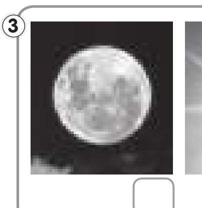
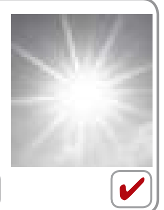
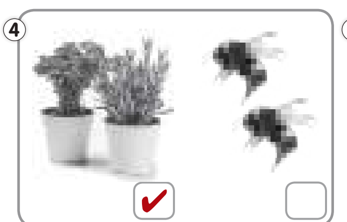
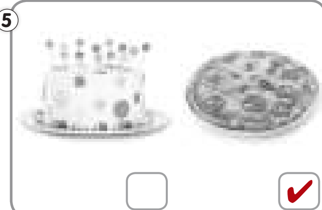
2 Listen and number

1 Tell students that they are going to listen and write the numbers next to the things in the picture as they hear them mentioned. point at the written number *1* as an example.
2 Say *Listen and number*. Play the CD, pausing after each sentence. Students listen and write the numbers.
3 Play the CD again, checking answers as a class.



Language Review I


1 Listen and choose. Then say and play


Revision of vocabulary from units 1–4



Audioscript

1 *She has an ice-cream.*
2 *He likes balloons.*
3 *She can hop.*
4 *There's a butterfly.*
5 *There are some birds.*
6 **Girl:** *What are these?*
Boy: *They're eggs for Sham el Nessim.*
7 **Boy:** *Can I have some cake, please?*
Girl: *Yes, here you are.*

ACTIVITY BOOK page 78

1  Listen and choose. Then say and play

1 Help students to find page 78 in the Activity Book.
2 Point to the first picture and say *He is 10 years old*. Point to the next picture and say *He is 12 years old*.
3 Tell the students they are going to listen and tick the correct picture for each sentence as they hear it.
4 Say *Listen and choose*. Play the CD, pausing after each sentence to allow students time to draw a tick in the correct box.
5 Students check answers with their shoulder partner.
6 Students take turns to describe a picture from each pair of pictures for their partner to point to.
7 Go around the classroom as they work, monitoring and helping as necessary. Point to pictures at random in the students' books and ask them to tell you about them.

Audioscript

1 *He is 12 years old.*
2 *He's a scientist.*
3 *What's this? It's a star.*
4 *What are these? They're plants.*
5 *Can I have some pizza, please.*
6 *She has two brothers.*

Fast finishers



- Students work with a partner to practice the vocabulary from Units 1-4 using pages from the Activity Book. One student turns to a page at random, points to an item, and asks *What's this?* Their partner replies. The game continues with students taking turns to point to different vocabulary items.

Consolidation game

- Play *What's this?* (Games Bank, page 154) with the flash cards from Units 1-4.

Closing

- Praise students for their work this lesson.
- Explain that in the next lesson, they are going to revise letters and their sounds.

LESSON 3 SB page 90 AB page 79

Objectives: To review the sounds from Units 1-4
To write the letters of the alphabet

Vocabulary: *Unit 1: kick, ink, kiss, book, water, windy, cow, web, wet, bow, kitchen, water*
Unit 2: flag, fish, frog, goat, goodbye, green, eagle, fire fighter, village
Unit 3: lunch, leg, lettuce, fox, six, yogurt, yellow, garden, living room, kitchen, six, yogurt
Unit 4: queen, vet, zoo, five, question, buzz, van, pizza, quack

Materials: Student's Book, page 90
Activity Book, page 79
Class CD
Digital Toolkit
Phonics cards: Units 1-4
A pencil for each student
Coloring pencils or crayons for each student

Opener

- Review the sounds from Units 1-4 using the phonics cards. Show each of the cards in turn and ask students to say what they can see, and what sound the object begins with.
- Play *What's missing?* (Games Bank, page 154) with the phonics cards from Units 1-4.

STUDENT'S BOOK page 90

1 Say the words

1 Help students to find page 90. Use calling students to choose students to tell you what each picture represents.
2 Help student to get into groups of three or four. Students take turns to point to a picture at random and ask another member of the group to say the word.

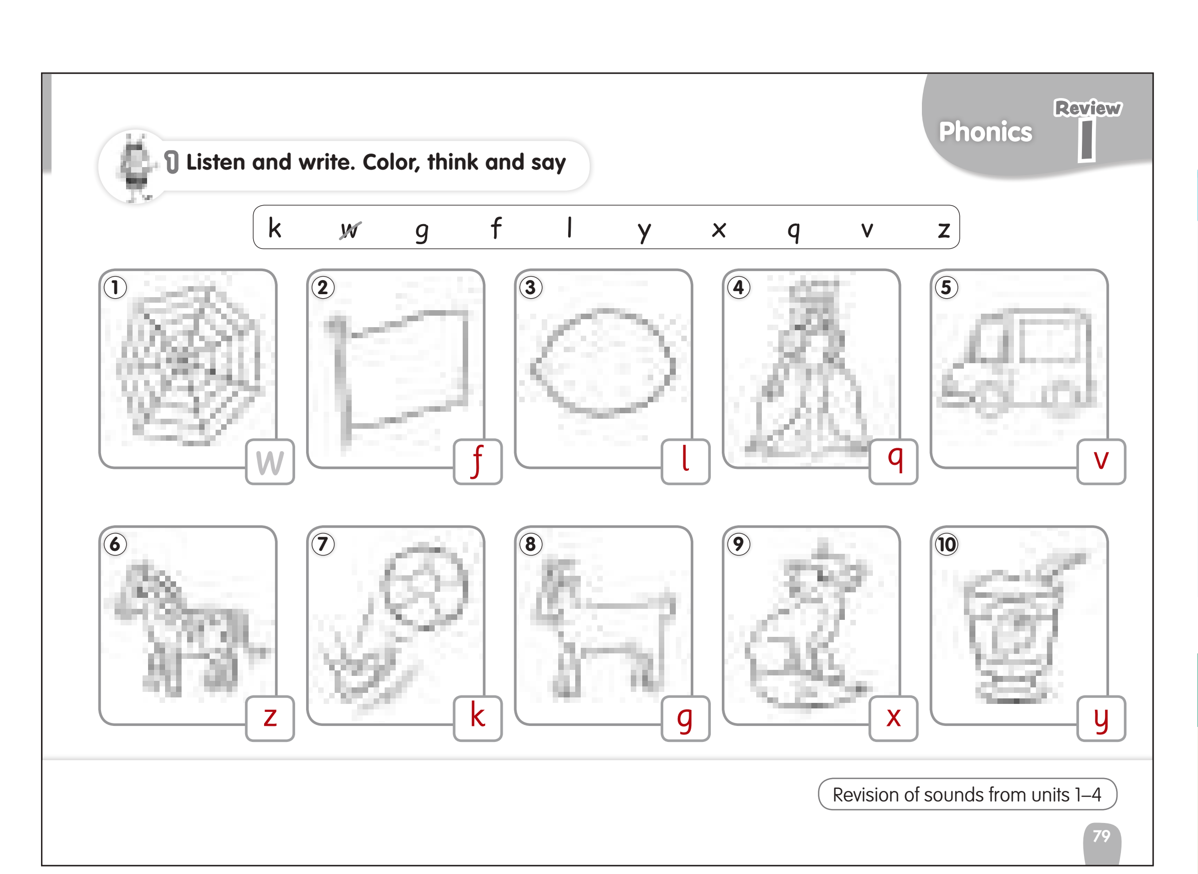
2 Write the letters

1 Focus students' attention on the letters at the top of the page. Point to each letter and say the sound for students to repeat.



2 Still in small groups, students work together to look at the word under each picture and choose the correct letter to complete the word. Students write the correct letter in position and say the word.
3 Go around the classroom as they work, monitoring and helping as necessary. Ensure that all students are taking part in the activity.





ACTIVITY BOOK page 79

1  Listen and write. Color, think and say

1 Help students to find page 79 in the Activity Book. Point to each of the pictures in turn and elicit the word.
2 Focus students' attention on the letters at the top of the page. Point to each letter and say the sound for students to repeat.
3 Say *Let's listen*. Play the CD, pausing after the first word to ask the students what sound they think they word begins with. Students write the letter for the sound under the correct picture.
4 Continue playing the CD, pausing after each word for students to write the letters.
5 Students check answers with their shoulder partner.



Audioscript

1 *web*
2 *flag*
3 *lemon*
4 *queen*
5 *van*
6 *zebra*
7 *kick*
8 *goat*
9 *fox*
10 *yogurt*

Fast finishers

- Put students into pairs. Students choose a letter from the top of the Activity Book page and think of as many words as they can beginning with the target sound.
- Invite confident pairs to present their words to the rest of the class. Write a list of the words on the board.

Consolidation game

- Play *Circle it* (Games Bank, page 152) to revise the sounds from Units 1-4.

Closing

- Revise letter sounds and letter forms by saying a letter sound and airwriting the letter. Encourage students to repeat.
- Explain that in the next lesson, they are going to revise some sentences.

LESSON 4 SB page 91 AB page 80

Objectives: To use vocabulary from Units 1–4
To match sentences to pictures

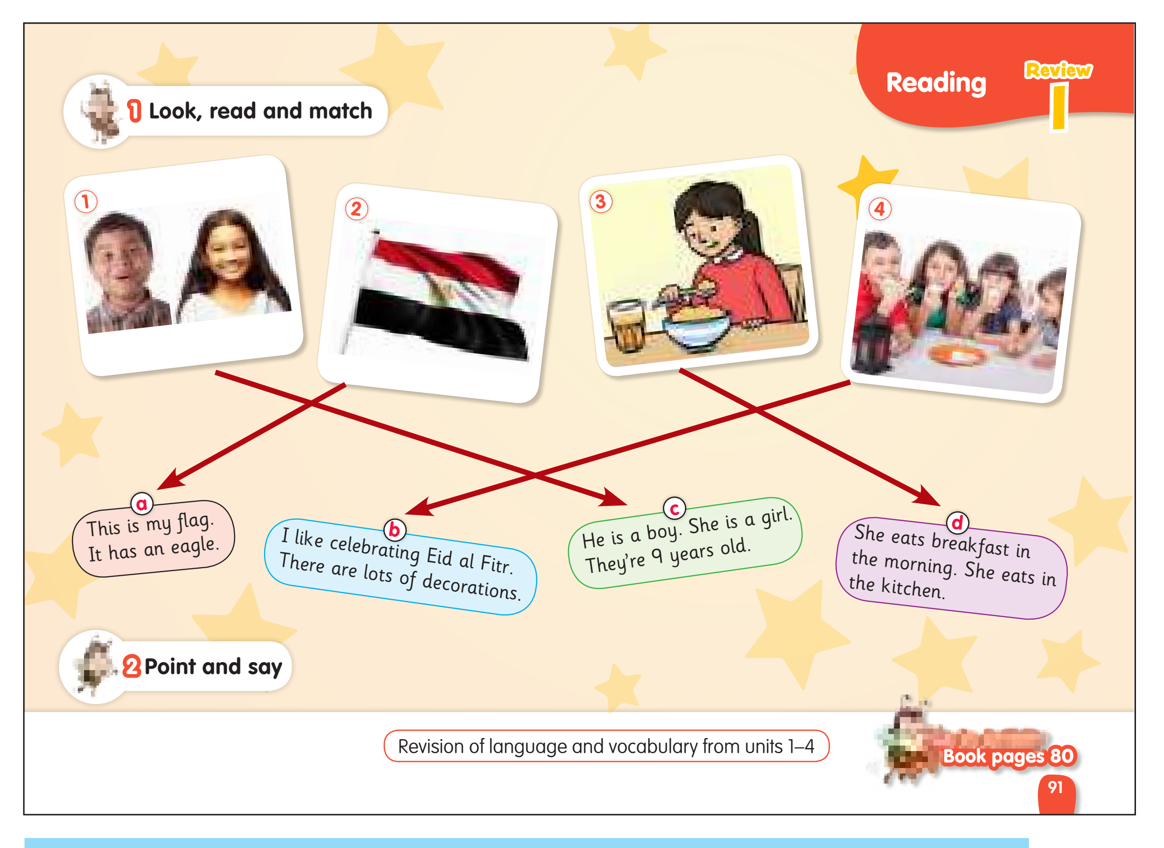
Vocabulary: *Unit 1: hop, skip, kick, swim, jump, run, climb, girl, boy, same, different, aunt, uncle, cousin*
Unit 2: author, farmer, baker, scientist, firefighter, doctor, house, kitchen, bedroom, living room, bathroom, street, village, city, country
Unit 3: garden, flower, plants, bees, birds, butterfly, moon, star, shadow, get up, go to school, go to bed, eat breakfast, eat lunch, eat dinner
Unit 4: balloon, cake, decoration, ice-cream, orange juice, pizza, yogurt, Eid al Fitr, Christmas, Sham el Nessim, New Year, eat, invite, set up, clean up, arrive

Language: *Unit 1: I'm/She's/He's a (girl/boy). I/She/He can (hop). I have (one brother). I have (two sisters). He/She has (no brothers).*
Unit 2: There is (a baker). This is my (bedroom). This is my (street).
Unit 3: What's this? It's a (butterfly). What are these? They're (birds). I (get up).
Unit 4: Can I have some (cake), please? Yes, here you are. Thank you. I like to celebrate (Eid al Fitr). Let's (eat the food).

Materials: Student's Book, page 91
Activity Book, page 80
Digital Toolkit
Flash cards: Units 1-4 flash cards
Relevant posters
Review 1 cut-outs, Activity Book, page 95
A pencil for each student

Opener

- Review the vocabulary from Units 1-4 using relevant posters.
- Play *Memory* (Games Bank, page 153) to revise the vocabulary from Units 1-4.
- Play *Words whispers* (Games Bank, page 154) to revise the vocabulary from Units 1-4.



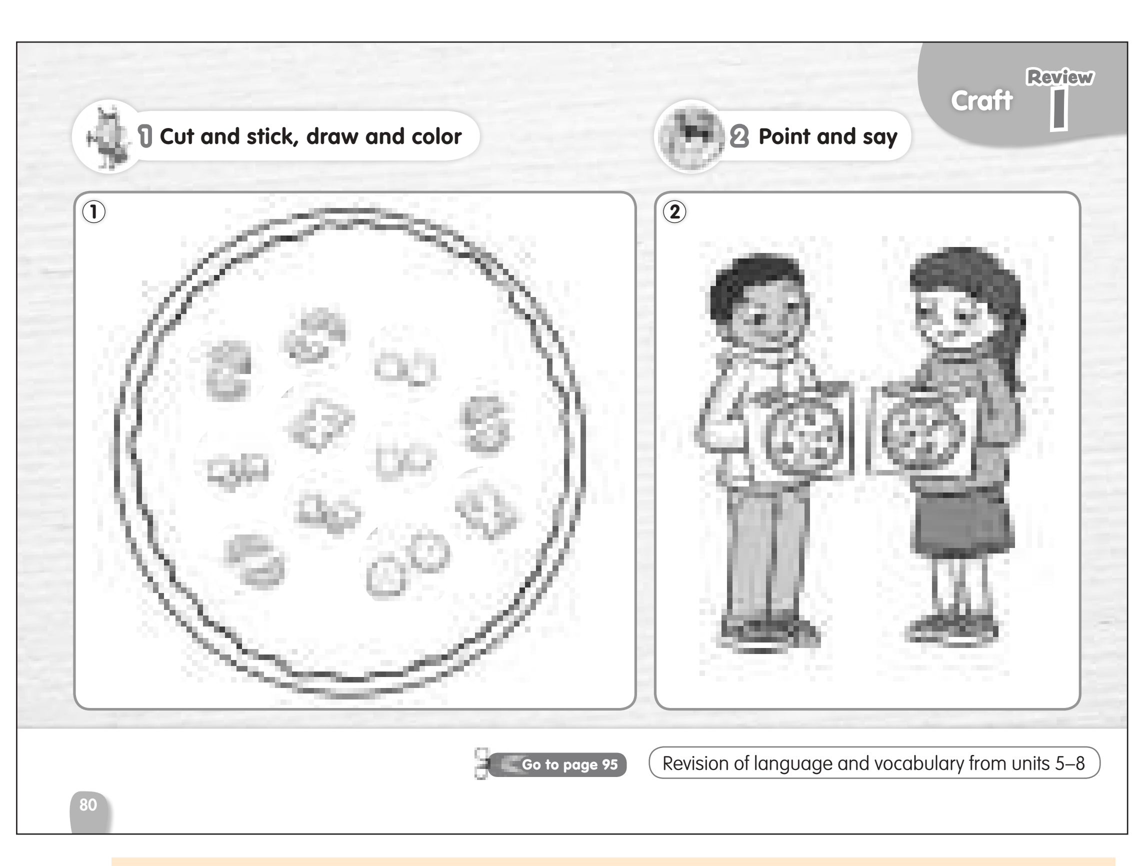
STUDENT'S BOOK page 91

1 Look, read and match

1 Help students to find page 91. Help students to get into four groups and ask each group to look at one of the pictures 1-4 at the top of the page. Students discuss what they can see in the pictures.
2 Ask each group to select one person to tell the rest of the class what is in their picture.
3 Focus students' attention on the sentences at the bottom of the page. Students work individually to read each sentence and draw a line matching it to the correct picture.
4 Go around the classroom as they work, monitoring and helping as necessary.

2 Point and say

1 Put students into pairs. Students take turns to point to each picture and read the matching sentence.



ACTIVITY BOOK page 80

1 Cut and stick, draw and color

1 Help students to find page 80 in the Activity Book. Point to the picture and ask *What is it?* Elicit *It's a pizza*.
2 Tell students to find the cut-outs on page 95. Ask them to identify the pizza topping items and say the names in English if they can.
3 Ask students to choose what they want to put on their pizza, to color the toppings and to cut them out and stick them on the pizza on page 80.
4 Go around the classroom as they work, monitoring and helping as necessary. Ask questions about toppings and colors and encourage students to answer in English as much as possible.

2 Point and say

1 Put students into pairs. Students take turns to show their pizza picture to their partner.

Fast finishers



- Students work in pairs to choose other pictures from the Student's Book and make up sentences about them.

Consolidation game

- In pairs, students play *Show me* (Games Bank, page 153) to practice Units 1-4 vocabulary.

Closing

- Congratulate the class on finishing the course.

Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary, e.g. *toys*. In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball, they say the name of something from the unit and the group or their partner repeats. The student can then either pass the ball back to you to throw/roll to the next student or to another student who tries to think of a different word.

Catch and say (2)

You could also build the vocabulary set by asking students to repeat all of the words they have heard so far and then to add another word each time they have the ball.

Circle it

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two letters) on the board. Ask for a student to come to the board and circle and say a letter sound, e.g. *the letter h (/h/)*. The student comes to the board and circles the letter *h*. Repeat with other students and letter sounds.

Color show

Use this game to practice colors vocabulary. Roll or throw a soft ball or beanbag to a student and say *Show me (yellow / red / blue / green)*. The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.

Color spot

Use this game to practice colors vocabulary. Say: *Find something (red)*. Students find and point to something red in the classroom. It does not matter if they do not know the vocabulary as long as the color is correct.

Copy it

Use this game to practice pre-writing skills. Students work in pairs. Give one student from each pair a picture of a simple line or shape. The student uses a finger to draw the line or shape on the other student's back. The second student then draws the line or shape on paper and they see if it matches the first line or shape that was drawn.

Follow the pattern

Use this game to practice motor skills and cooperative skills. In pairs, students stand at one side of the room. One student walks to the other side of the room, following a meandering path. The other student follows behind. When all students get to the other side of the room, they repeat with the other student leading.

Go to the word, card or letter (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper or use the Flash cards. Place three or four of the words or letter sounds you are reviewing, e.g. *h/hello, b/book, r/robot and d/daddy,* in different corners of the room. Ask the children to move around the room to music (you could play one of the songs from the unit). When the music stops, students go to one of the letter sounds or vocabulary items before you count to three. Without looking, say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times, making sure you use every word or letter sound.

Go to the word, card or letter (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.

Guess the picture

Slowly draw a picture of a vocabulary item, e.g. *board, book, chair, crayon, pencil* or *table* for classroom objects on the board or on a piece of paper. Pause for students to guess the word. Students could play in teams, with each group trying to guess first.

Hello!

Use this game to practice language. Ask students to sit in a circle. Say a student's name and roll a ball to that student. Help the student to say *Hello, I'm (name)*. Say *Hello, (name)* and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

Memory

Use this game to practice vocabulary. You need a set of real items, e.g. a doll, *a teddy bear, a robot, a balloon, a car, a ball*. Place some of the items on a table and give students a short time to look at them. Cover the items with a cloth, and ask students to remember the items they saw.

Mime it

Use this game to practice vocabulary. Mime one of the vocabulary words for the class to guess, e.g. *robot*. The class says the word for your mime. You could invite a confident student to do a mime for you to guess. Students can also play in pairs.

Mingle

Use this game to practice language. Students stand up and walk around the room. When you clap, they stop and find a partner. They do a mini-dialog with their partner, for example: *Hello, what's your name? I'm (Sara)*. When you clap again, they walk around again until you signal that they should stop and do the dialog again with a new partner.

Missing sound

Use this game to practice letter sounds. Write a list of letter sounds on the board, e.g. *h/hello, b/book* and *r/robot*, and elicit the letter sounds: */h/, /b/* and */r/*. Point to each letter sound in turn and ask students to say the sound. Then ask students to close their eyes. Remove one letter sound and ask *What's the missing sound?* Students tell you the missing sound.

Pass the letter / number

Use this game to practice letter/number formation. Play in groups. Students stand in groups in lines in front of the board, one behind the other. Trace a letter, for example *h* on the back of the last student in the line. The student traces that letter on the back of the student in front of them, who then traces it on the back of the student in front of them. They continue this until the letter reaches the student beside the board. That student writes the letter on the board. Check if it is correct. The student beside the board moves to the back of the line. Repeat the game with a different letter. You could also play this game with numbers to practice number formation.

Point to it

Use this game to practice vocabulary when you have real items, e.g. *food (or toy food), classroom items, parts of the body, clothes*. Choose one of the vocabulary items and say *Point to a (crayon)*. Students find and point to the item.

Point to the picture / card

Use this game to practice vocabulary using pictures of items cut out of magazines, when real items are not available, e.g. *course characters, family members, animals, numbers or using flash cards*. Display the cut-out pictures. Say one for the words, e.g. *daddy*. If students think they know which picture is *daddy*, they put up their hands. Choose a student to come to the board and point to the picture of *daddy*. That student says the next word and chooses the next student to come and point to it. Alternatively, students could play this in pairs, using the Student's Book page.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. *pencils, crayons* and *books*. They will need enough of each item to show the numbers you are practicing. Say the number, for example: *two*. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

Sorting

Use this game to practice sorting items into different categories, e.g. *healthy* and *unhealthy food*. Students play in groups. Use pictures you have brought in of healthy and unhealthy foods and some reusable adhesive. Draw two circles or sections on the board. Draw a symbol for each circle, e.g. *a green spoon or green tick at the top of one side,* and *a red spoon or red tick at the top of the other side*. Show one of the pictures to the first group and ask them to stick it in the correct area on the board. Show the next picture to the second group. Groups get a point for each correct answer.

Teacher says (1)

Use this game to practice vocabulary and language. Give instructions for the students to carry out with you. Say *Teacher says… touch your (nose)* and touch your own nose. The students touch their noses. Continue with *eye, hair, ear, mouth* and *hand*. Then say *Touch your (nose)*, without saying *Teacher says*, and show students that you are not doing the action. Students only do the action if you say *teacher says*.

Teacher says (2)

You can play an adaptation of the game. Say *Touch your nose* but touch your own ear. Students say *No!* and show the correct body part by touching their own nose and saying *Touch your nose*.

Tracing letters or numbers

Use this game to practice letter or number formation. Play in pairs. e.g. *one student traces a number from 1 to 5 on the back of the other student. The student says the number and then they swap roles*.

What's (Who's) missing?

Use this game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g. *camel, elephant, giraffe, lion, monkey, snake*. Revise the vocabulary. Ask students to shut their eyes, and remove one picture. Ask *What's (Who's) missing?* Confirm the answer by showing them the picture.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. *board, book, chair, crayon, pencil and table*. Demonstrate with a confident student. Show the student an item, e.g. *a book*, and ask *What's this?* Help the student to reply *It's a (book)*. Ask the class: *Is it a (book)?* The rest of the group says *Yes*. *It's a (book)*. Swap roles, encouraging the student to hold the item and to ask you *What's this?* This time say the wrong item *It's a (board)*. Encourage the student to ask the class: *Is it a (board)?* The rest of the class replies *No! It's a (book)*. Students can also play in groups.

Word whispers

Use this game to practice vocabulary. You need pictures of vocabulary items or words or letter sounds written on pieces of paper. Students sit or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. *doll,* without letting the rest of the group see. The first student whispers: *doll* to the student next to them, who whispers the word they have heard to the student next to them, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the picture, word or letter sound and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

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